The Facilitation of Self-Directed Learning in Teachers through Person-Centred Coaching

by

Jamie Schmitz, BEd, MEd

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Declaration of Originality

This thesis contains no material which has been accepted for a degree or diploma by the University or any other institution, except by way of background information and duly acknowledged in the thesis, and to the best of my knowledge and belief it contains no material previously published or written by another person except where due acknowledgement is made in the text or the thesis, nor does the thesis contain any material that infringes copyright.

June 2018

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Statement of Ethical Conduct

The research associated with this thesis abides by the international and Australian codes on human and animal experimentation, the guidelines by the Australian Government's Office of the Gene Technology Regulator, and the rulings of the Safety, Ethics and Institutional Biosafety Committees of the University.

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Abstract

Research on the efficacy of non-directive person-centred approaches as professional development in the education sector is scarce in comparison to other contexts, such as corporate settings. Even within corporate contexts where coaching has been studied and lauded, some conclusions have been derived purely from self-reported data that lack an empirical and theoretical foundation. This dissertation reports on a multiple-case study which explored the use of non-directive coaching to facilitate self-directed learning in teachers employed in an international through-train school. An interpretivist paradigm was used to interpret the situation, events, and perspectives of the teachers in the study. The study was deliberately bound by identifying the time and place, the specific coaching framework (GROW – Goal, Reality, Options, and Will) and approach (person-centred coaching), and context of the study to keep it achievable in terms of scope. A multiple-case study involving semi-structured interviews and online surveys provided rich descriptions of, and drew analytic generalisations from, the coaching interactions in the context of the non-directive coaching pathway in the primary school. The findings revealed that client-centered theory provides a theoretical foundation for non-directive coaching that encompasses the attitudes of authenticity, non-judgmental respect, and empathic accuracy. The expression of these person-centred attitudes by coaches, as experienced by the learners in this study, was connected with the formation of trustful relationships, learner agency, focused and meaningful goal setting, effective action, and useful feedback through non-directive reflection. The findings from this study suggest that

non-directive coaching is an effective intervention for facilitating self-directed learning in teachers and provides further opportunities for research, such as exploring the use of coaching to facilitate self-directed learning in students. As this study used internally trained coaches that had pre-existing relationships with the learners, another possible inquiry is an investigation into the effect of established relationships on the formation of trustful coaching partnerships.

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Table of Contents

Abstract ii

Acknowledgments iv

Table of Contents 5

I. CHAPTER 1 11

II. CHAPTER 2 Review of Literature 17

Person-Centred Professional Development 18

The Role of Reflection in Teacher Development 19

Competency Versus Person-Centered Approaches to Teacher Learning 21

Rethinking Teacher Professional Development 22

Self-Directed Learning 26

The Benefits and Challenges of a Self-Directed Learning Approach in Adult Education 27

Non-directive Coaching and Self-Directed Learning 30

Theoretical Foundations of Self-Directed Learning and Non-Directive Coaching 33

Humanistic Psychology 34

Client-Centred Theory 36

The Actualising Tendency 40

The Formative Tendency 41

Self-Actualisation and Client-Centred Theory 43

Coaching 45

Types of Coaching 46

Models of Coaching 49

The Coach/Learner Relationship 51

Coaching Capabilities 53

Goal Setting 54

Feedback 55

Brainstorming, Reframing, and Metaphors 57

Coach Training 59

Internal and External Coaches 59

Coaching Success Criteria 61

Key Challenges that can Influence Coaching Outcomes 64

Coaching in Education 66

Literature Summary 73

III. CHAPTER 3 Method 76

The Interpretivist Paradigm 76

Case Study Methodology 77

Participant Sample 81

Participant Selection 82

Instrumentation Overview 83

Data Collection: The First Interview 85

Data Collection: The Online Survey 86

Data Collection: The Final Interview 87

Data Analysis 89

Ethical Considerations 93

	Summary	96
IV.	CHAPTER 4 An Introduction to the Findings Chapters	98
	General Case Study Context	98
	Participants' Backgrounds	99
V.	CHAPTER 5 Findings - Adrian	102
	Pre, Intra, and Post Coaching	102
	Case Summary	118
	Significant Findings	118
VI.	CHAPTER 6 Findings - Bobbie	123
	Pre, Intra, and Post Coaching	123
	Case Summary	134
	Significant Findings	134
VII.	CHAPTER 7 Findings - Cameron	138
	Pre, Intra, and Post Coaching	138
	Case Summary	149
	Significant Findings	149
VIII.	CHAPTER 8 Findings - Daryl	154
	Pre, Intra, and Post Coaching	154
	Case Summary	164
	Significant Findings	164
IX.	CHAPTER 9 Findings - Easton	169
	Pre, Intra, and Post Coaching	169
	Case Summary	179
	Significant Findings	179

X. CHAPTER 10 Cross-Case Synthesis 184

Pre-Coaching 184

Reasons for Entering the Coaching Pathway 184

General Levels of Understanding 185

Understanding of the Role of the Coach 185

Understanding the Role of the Learner 186

Understanding of Coaching Processes and Structures 187

Expectations of Coaching 188

Success Criteria 188

Intra-Coaching 190

Coaching Processes and Structures 190

Purpose of Coaching Processes and Structures 191

Effectiveness of Processes and Structures 192

The Role of the Learner 192

The Role of the Coach 193

Essential Actions for Learners 193

Essential Actions for Coaches 194

The Working Alliance 194

Satisfaction, Effectiveness, and Success 195

Coaching “Hurdles” 196

Final Comments 197

Post-Coaching 197

Coaching Pathway General Reflections 197

GROW Model Reflections 198

The Role of Learners 200

The Role of Coaches 201

Success Criteria 202

Strengths and Weaknesses of the Coaching Pathway 204

Final Comments 205

XI. CHAPTER 11 Conclusion 206

Thesis Statement and Research Questions 206

Which person-centred coaching structures and processes do teachers find most useful in facilitating self-directed learning? How and why? 206

The Working Alliance 206

The Role of Coaches 208

The Facilitation of Self-Directed Learning 209

The GROW Model 210

Which person-centred coaching structures and processes do teachers find least useful in facilitating self-directed learning? How and why? 212

Fixed and Inflexible Scheduling 212

A Performance Agenda 213

Considerations and Recommendations for Schools 213

Limitations of the Study 216

Summary 218

REFERENCES 223

APPENDICES

APPENDIX 1 - Renaissance College Permission Letter 241

APPENDIX 2 - Email to Renaissance College Staff 242

APPENDIX 3 - Information Sheet 243

APPENDIX 4 - Consent Form 246

APPENDIX 5 - Pre-Coaching Interview Questions 248

APPENDIX 6 - Intra-Coaching Online Survey Questions 249

APPENDIX 7 - Post Coaching Group Interview Questions 250

APPENDIX 8 – Table 1: Thematic Analysis Categories 251

APPENDIX 9 – Table 2: Significant Patterns of Meaning 252

APPENDIX 10 - HREC Approval Letter 253

CHAPTER 1

In this study, I investigated the outcomes associated with the primary section (year one to year six) of a through-train International Baccalaureate (IB) school using one-to-one coaching as an intervention to facilitate self-directed learning in teachers. A through-train approach consists of both primary and secondary educational programmes from year one to year 13. Renaissance College Hong Kong has invested considerable resources into using one-to-one, non-directive coaching as an intervention to support a person-centred approach to the development of teachers. The main objective of the intervention is to develop educators who are self-directed learners. Yet, despite this clear objective, there had been little evaluation of how and to what extent coaching contributes to the facilitation of self-directed learning in primary school teachers. Moreover, where there had been, the evaluation lacked a theoretical approach. Therefore, there was a need to establish the efficacy of such an intervention.

Coaching, as used in teacher development, refers to a relationship process between a coach and a learner. Coaching, as an intervention in this thesis, is defined as a process that focuses on facilitating individuals' innate capacity for self-directed learning and self-initiated change but does not include aspects such as therapy, counselling, consulting, mentoring, training, and athletic development (ICF, 2014, Coaching FAQS section, para. 1-10). In one theoretic stance, coaching relationships are often referred to in terms of direction, with the poles at non-directive and directive coaching alliances (Abdullah, 2001; Boyatzis, 2001; Garrison, 1992, 1997; Grow, 1991; Guglielmino, 2008; Lowry, 1989; Loyens et al.., 2008; Merriam, 2001; van Nieuwerburgh, 2018). The notion of direction is metaphoric, whereby a coach can direct through behaviour (e.g., hand gestures) or language (e.g., "stop") a specific course of action to the learner.

In this thesis, I use the term non-directive coaching to indicate that coaches do not give advice. Instead, coaches support learners' self-directed learning through attentive and active listening, empathically accurate questions, and the use of a coaching framework. I have chosen this non-directive definition based on my understanding of client-centred theory. Rogers (1951, 1961, 1980, 1989) proposes in his client-centered theory that individuals will actively move towards optimal functioning if a coach expresses specific attitudes that demonstrate that he or she is fully present, listening and exhibiting non-judgmental respect. Client-centred theory and the abovementioned attitudes, known collectively as the person-centred approach, are explored and discussed in detail in chapter two. It is important to note that when Rogers (1951, 1961, 1980, 1989) used the person-centred approach, he used it in an open-ended therapy context. In this study, the non-directive person-centred approach is used in a coaching context with a framework. The use of a framework to support personal and professional development does not undermine or negate a non-directive approach because learners direct themselves using the model in any way that they feel is useful (Wilson, 2014). The framework itself, known as the GROW model (Whitmore, 2009), simply represents elementary components of personal and professional development, such as goals, ideas, reflection, and action, so its presence does not bring judgement or advise learners (Whitmore, 2009; Wilson, 2014).

At the opposite end of the spectrum is directive coaching, whereby coaches provide highly suggestive courses of actions. The literature (Abdullah, 2001; Boyatzis, 2001; Garrison, 1992, 1997; Grow, 1991; Guglielmino, 2008; Lowry, 1989; Loyens et al., 2008; Merriam, 2001) highlights that non-directive coaching relationships facilitate continuous improvement, build intrinsic motivation, and drive achievement towards the

upper echelon of human potential. One form of coaching is person-centred coaching (Rogers, 1951, 1979, 1980, 1989). One -to-one person-centred coaching forms the underpinning foundations of the teacher coaching programme at Renaissance College and thus is the only style of coaching studied in this thesis.

Person-centred coaching is a deliberate, non-medical coaching intervention that some researchers claim has definite outcomes that support self-directed learning and self-initiated change (Lindon, 2011; Lord, Atkinson & Mitchell, 2008) that is used to develop professionals, including post-graduate teachers. Underpinned by the psychology of optimal functioning (Rogers, 1951), which posits that people have an inherent sense of growth, termed the actualising tendency, person-centred practice is designed to facilitate the self-determination of learners so that they can move toward more optimal functioning. Person-centred practice reflects the notion that the right social environment (i.e., understanding, acceptance, and value) is needed for optimal functioning. Applications of the person-centred approach are based around the notion of coaching psychology (Maddux, Snyder, & Lopez, 2004). In this notion, psychology eschews the medical model to provide the alternative process of individuals being coached as equal partners in the process because they have the answers to their questions within themselves (Kauffman & Scoular, 2004). Person-centred coaching is built upon these basic theoretical tenants.

Although it is claimed (Grant, Curtayne, & Burton, 2009; Kombarakaran, Yang, Baker, & Fernandes, 2008; Olivero, Bane & Kopelman, 1997; Smither, London, Flautt, Vargas, & Kucine, 2003) that person-centred coaching is associated with definite outcomes such as: specific goal setting, commitment to action, the transfer of professional learning into the classroom, and sustained behavioural change**,** the veracity

of these claims is largely based on testimonials with a paucity of empirical evaluative research (Feldman & Lankau, 2005; Levenson, 2009; Page, 2002; Schlosser, Steinbrenner, Kumata, & Hunt, 2006; Smither, 2003; Thach, 2002). Many educational institutions use person-centred coaching as a means of professional development despite limited evidence of the stated outcomes (Feldman & Lankau, 2005; Grossek, 2008; Wilson, 2014). Coaches are beginning to realise the importance and value of evidence-based understanding in coaching to advance the industry and strengthen practice (Grant, 2004). Equally, educational interventions must have their outcomes established by evidence (Ercikan & Roth, 2014). Further research into person-centred coaching is needed to consolidate what is already understood and to contribute to the formation of a clear and consistent body of knowledge that contains common coaching language and is based on an appropriate theoretical foundation.

The thesis statement pursued in this research project was person-centred coaching is an effective coaching intervention for teacher development. To test this thesis statement, I developed a two-part research question which was tested using multiple-case study methodology involving primary school teachers employed at Renaissance College, Hong Kong. Specifically, the research questions were:

1. How and why, if at all, do teachers benefit from the attitudes of client-centred theory and the person-centred coaching process?
    a. Which person-centred coaching structures and processes do teachers find most useful in facilitating self-directed learning? How and why?
    b. Which person-centred coaching structures and processes do teachers find least useful in facilitating self-directed learning? How and why?

Specifically, the research questions were addressed by interviewing and surveying a range of primary school teachers (learners) who were participating in a person-centred coaching series as part of their professional development plan. The data types collected were semi-structured interview data and quasi-qualitative survey responses. The Renaissance College person-centred coaching experience data were then analysed by referencing client-centred theory and the wide range of self-directed learning outcomes as a means of assessing the thesis statement. The outcomes of this research contribute empirical evidence about the effectiveness of person-centred coaching as a coaching intervention for teacher development. Furthermore, effectiveness is framed within the context of how person-centred coaching facilitates self-directed learning in primary school teachers.

In the next chapter, I analysed and discussed literature, moving from the broader themes of person-centred professional development, self-directed learning, and foundations of psychology to coaching-specific themes. The broad to specific themes approach was used to identify and establish both a strategic purpose and tactical options for the use of coaching in the professional development of teachers. Additionally, an inquiry into the foundations of psychology was useful in identifying a theory on which to base this multiple-case study. The process of interrogating literature in the aforementioned way led to greater insight into person-centred professional development, self-directed learning as a construct and process, and coaching as an intervention born from the foundations of humanistic psychology. The literature sources included in this study were chosen because they were: evidence-based, written for the purpose of identifying and sharing best practice in person-centred development approaches, self-directed learning support, and coaching, primary or secondary sources that reported on

original or replicated studies, representative of qualitative and quantitative research methods, and representative of research from the formation of foundations of psychology to the time of this study. Databases used to discover and access literature sources in chapter two included: Google Scholar, Library of Professional Coaching, JSTOR Search, and Scopus. In chapter three, I explained, justified, and provided detailed information on this study's methodology, and in chapters four to nine, I analysed and discussed individual case data. In chapter 10, I examined, analysed, and discussed the data across all cases in this multiple-case study, and, finally, in chapter 11, I stated and discussed this study's conclusions.

CHAPTER 2

Review of Literature

Professional development strategies that are both strengths and values-based have been shown to positively influence teachers' professional roles and behaviours. Specifically, facilitating self-directed learning in teachers is associated with a range of positive outcomes such as: higher levels of motivation, greater understanding of curriculum content, increased student learning (Ingvarson, Meiers, & Beavis, 2005), self-discovery and development (Boyatzis, 2001; Guglielmino, 2008; Loyens et al.., 2008; Merriam, 2001), enhanced professional collaboration, and effective learning relationships with students (Ingvarson, Meiers, & Beavis, 2005). Due to the positive outcomes that included the improvement of teachers' autonomous learning capacity, Renaissance College invested time and resources into implementing a non-directive coaching intervention designed to promote and support self-directed learning called person-centred coaching (Boyatzis, 2001; Guglielmino, 2008; Ingvarson, Meiers, & Beavis, 2005; Loyens et al.., 2008; Merriam, 2001; Rogers 1951, 1961, 1980, 1989). In this thesis, person-centred coaching was studied to determine if it effectively facilitated self-directed learning in teachers. The term person-centred coaching comes directly from the person-centred approach which is, in effect, the action component of client-centred theory (Rogers 1951, 1961, 1980, 1989). Client-centered theory underpins person-centered coaching and proposes that individuals will move towards optimal functioning (self-directed learning) if coaches create deeply reflective learning conditions by expressing specific attitudes that demonstrate that they are fully present, listening, and exhibiting non-judgmental respect (Rogers 1951, 1961, 1980, 1989).

Person-Centred Professional Development

A great deal of human behaviour that leads to learning is born out of mental processes in which thinking, feeling, and wanting are inextricably linked (Damasio, 1994; Immordino-Yang & Damasio, 2007; Jaervilehto, 2001). This stance is supported by research in educational contexts. For example, De Ruyter and Kole (2010), Newman (2000), and Palmer (1998) found that teachers' motivation and values strongly influence their development and practice. Evelein, Korthagen, and Brekelmans (2008) also found that rich fulfilment of teachers' basic psychological needs – competence, autonomy, and relatedness (Deci & Ryan, 2002) was associated with effective teaching behaviour. If learning and behaviour are directly influenced by cognition, emotion, and motivation, as these studies suggest, then more schools should consider using multi-dimensional, person-centred approaches to teacher professional development (Hargreaves 1998a; Hoekstra, 2007; Nias, 1996). The use of person-centred coaching to facilitate self-directed learning, as evaluated in this study, is one such approach.

In a Dutch study that compared the readiness of graduates from the person-centred realistic teacher education programme with those trained in traditional standards and competencies-based programmes, 71% of those from the realistic teacher education programme reported that their professional preparation was good or very good. Significantly lower, only 41% of graduates from the other programmes rated their professional preparation in the same way (Luijten, Marinus, & Bal, 1995; Samson & Luijten, 1996). Even more insightful and persuasive is research involving 357 student teachers conducted by Brouwer and Korthagen (2005). This study looked at the effects of the realistic teacher education programme's person-centred approach and training on its

student teachers' professional behaviour. The data were collected both throughout the programme and during the first two years of graduates' professional teaching careers and showed that graduates' behaviour was fully aligned with the aims of the programme. Specifcally, the graduate teachers nurtured the knowledge, attitudes, and experiences of their students as a starting point for engagement with theory, and that engagement was then used to make meaningful links between the taught and experiential aspects of the programme (Brouwer & Korthagen, 2005). This study highlights the large effect that person-centred teacher education can have on practice.

The Role of Reflection in Teacher Development

There is evidence that supports the notion that effective professionals regularly consider their own thoughts, feelings, and motivation through reflection. Van Woerkom (2003) studied practitioners from a number of industries who were considered successful by others in their organisations and found that most of them routinely used reflection that was focused on cognition, emotion, and motivation to improve future practice. Reflection was considered to be useful for development because it allowed practitioners to learn from their own experiences using a deliberate and structured process (Bates & Watt, 2015; Tanner, Quintis & Gamboa, 2017; Van Woerkom, 2003). The key point here, in support of a person-centred, multi-dimensional approach to professional development, is that reflection begins with an individual's thoughts and feelings and not a set of competencies or standards.

Reflection in educational professional development contexts, however, is often much more nebulous than the processes that Van Woerkom (2003) described. In teacher education, a lack of clear and deliberate reflection processes oftentimes leaves teachers floundering with a vague sense of reflection at best and a completely ineffective tool at

worst (Bates & Watt, 2015; Cole, 1997). In schools where reflection is guided using a person-centred structured process, such as the ALACT model supported by a coach (Bates & Watt, 2015; Korthagen et al., 2001; Patti, Holzer, Brackett & Stern, 2015; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018), each teacher is supported as a self-directed learner and establishes a personalised understanding of learning and teaching, as well as an individual development plan. This approach is grounded in the idea that good learning and teaching does not mean the same thing to every teacher, as each teacher has a different set of core qualities, values, and motivation born out of experience (Bates & Watt, 2015; Korthagen, 2017; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018).

Further evidence also supports the notion that guided and structured person-centred reflection processes facilitate learning in teachers. Hoekstra (2007) studied the effects of action-oriented and meaning-oriented reflection on teacher learning. Action-oriented reflection is designed to support people in deciding what they should do next or do better. Meaning-oriented reflection also gives teachers the opportunity to consider the environment and how they might engage with it, however, it is primarily designed to orient teachers towards better understanding, aligning, and leveraging their core strengths, motivation, and beliefs (Mansvelder-Longayroux, Beijaard, & Verloop, 2007; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018). The data show that meaning-oriented reflection facilitated learning in teachers and that action-oriented reflection rarely did. Hoekstra (2007) concluded that this was because action-oriented reflection only focuses on the learning environment and what to do in it, whereas meaning-oriented reflection also asks teachers to consider their own values, inspirations, and ideal selves. This led to teachers learning and improving because they were able to

align their inner qualities, motivation, identity, and competencies with appropriate environmental challenges and professional development opportunities. Additionally, they were also able to leverage their strengths, motivation, knowledge, and skills to facilitate their learning (Bates & Watt, 2015; Hoekstra, 2007; Patti et al, 2015; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018).

Competency Versus Person-Centered Approaches to Teacher Learning

In many schools across the world, the approach to teacher learning begins with an ideal set of teaching competencies. This approach is predicated on the belief that the chosen competencies represent best practice and that teachers should work towards obtaining them (Becker, Kennedy, & Hundersmarck, 2003). One of the recurring criticisms of this method is that the validity, reliability, and usefulness of competency frameworks is debatable because it is considered by some to be very difficult, if not impossible, to describe good teacher qualities in the form of competencies (Barnett, 1994; Hyland, 1994; Korthagen, 2004). Struyven and De Meyst's (2010) research found that, even if effective teaching could be described in terms of competencies, reliably measuring them is problematic because of the holistic nature of educating humans. Specifically, teachers' application of their knowledge, attitudes, and skills to facilitate cognitive and affective development in others. Lucas' (1999) research into the effect of competency frameworks on teacher professional development and student learning also revealed that the assessment and evaluation of effective teaching using standardised competencies aligns poorly with real world learner development. In consideration of the aforementioned findings, there is a case to interrogate and conduct research on person-centered approaches that begin with teachers' perceived core qualities. Core qualities that have been associated with increased student learning include: trust, creativity,

compassion, sensitivity, perseverance, hope, zest, commitment, flexibility, and courage (Tickle, 1999).

The field of positive psychology provides a research-based, person-centred stance on human learning that promotes the identification and use of core strengths. Aligned with humanistic psychology, positive psychology posits that humans are best placed to move closer to optimal functioning when they know and leverage their character strengths, intrinsic motivation, and values (Aspinwall & Staudinger, 2003; Csikszentmihayli & Seligman, 2000). This approach to human development and wellbeing is the opposite to deficits-based models that focus on fixing what is wrong (Clarke & Hollingsworth, 2002; Guskey, 1986). In his study of Slovenian teachers, Gradisek (2012) concluded that the most valuable character strengths were: fairness, kindness, honesty, and compassion. A character strength as described in the context of positive education means the same thing as a core quality in that it comes from the inside of a person and is used to engage with other people and the external environment (Ofman, 2000). Character strengths are considered to be the fundamental aspects of a person's character that cannot be broken down into more basic elements (Almaas, 1987). Conversely, competencies are obtained from the outside environment and are influenced and shaped by core qualities (Korthagen et al., 2013).

Rethinking Teacher Professional Development

If effective teachers are those who are able to use their individual core strengths and link them to their values, motivation, knowledge, competencies, behaviours and the environment, then all teachers should be supported in their professional development using a person-centred approach. Specifically, professional development should aim to create a strong sense of alignment and coherence between the abovementioned elements

in teachers through regular, structured, and supported reflection (Bates & Watt, 2015; Korthagen et al, 2013; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018). An important point to note here is that a person-centred approach also includes the use and development of competencies. The difference, however, is that the effectiveness of competencies is contingent upon how well they are aligned with teachers' strengths, ideals, and values. Positive alignment, in this sense, leads to positive emotions, high intrinsic motivation, and effective practice (Boniwell, 2012; Fredrickson, 2009). Additionally, a person-centred approach to teacher development should, ideally, encompasses both professional and personal aspects of teachers' lives. This is significant because these aspects are inextricably linked and constantly influencing one another (Bates & Watt, 2015; Korthagen et al, 2013; Nias, 1996; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018).

Studies have yielded evidence to support the aforementioned case for the use of person-centred professional development approaches. Meijer, Korthagen, and Vasalos (2009) conducted a case study in which they tracked and described the growth and development of a teacher who was being coached through a structured reflection process. The findings of the study showed that the teacher moved from having a negative and limiting self-concept regarding the environmental challenges that she identified to being able to focus on her strengths, ideals, and values and use them to construct solutions that positively influenced her practice. Hoekstra and Korthagen (2011) closely followed one teacher as she struggled to implement new learning in a student-centred manner. The school intervention in this study was also structured reflection supported by a coach. Once again, the findings showed the teacher was able to move from a focus on deficits and problems to a position of feeling enabled and informed. Her positive attitude and

effective practice were buoyed and influenced by the identification and use of her core strengths, the creation of highly motivating ideal future scenarios, and a clear sense of what she cared about most. In both of the abovementioned studies, the teachers began to see and accept themselves as self-directed, life-long learners, moving from fixed to growth mindsets.

Larger scale studies have also yielded evidence that supports person-centred approaches to teacher professional development. Attema-Noordewier, Korthagen, and Zwart (2011) conducted a study that involved teams of teachers in six primary schools. Specifically, all teachers began by identifying their core strengths and ideal futures that were most motivating to them. Once again, they were coached through a structured process of person-centred reflection. The findings of the research revealed that teachers felt an increased sense of autonomy, greater belief in their ability to support student learning, new understandings regarding learning and teaching, and a stronger awareness of the core qualities of their students, colleagues, and themselves. The application of the practices by the teachers in this study also were measured and deemed to be effective. Adams, Kim, and Greene (2013) studied the effect of structured person-centred reflection on beginning teachers in the U.S.A. over a four-year period. Due to the length of this study, the authors were able to track and document the effect that the intervention had on the development of teacher-identified core strengths. The teachers' core qualities were improved throughout the study because of frequent and appropriate use. This also led to new learning about themselves and their practice, as well as the development and effective use of competencies.

In terms of the analysis of the literature on person-centred learning, there are three key findings. First, self-awareness, self-understanding, and self-regulation of inner

qualities such as character strengths are facilitated by a process of reflection that asks learners to consider their thoughts, feelings, and motivation. Structured reflection appears to move what is unconscious to a conscious level and facilitate self-directed learning. Second, as is inferred above, the cognitive and affective domains are inextricably linked and embedded in an environmental context. Third, deep and meaningful learning occurs from the inside out i.e. from core qualities to competencies and behaviours.

When synthesised, the abovementioned findings suggest that human learning is dynamic and complicated. Specifically, human learning is, both conscious and unconscious, multi-dimensional, and multi-level (Hoban, 2005; Joerg, 2011). Aligned with this understanding, is the perspective that learning should be facilitated via a person-centred approach. Specifically, an approach that begins with and builds from and on the core strengths, attitudes, motivation, and values of the learner (Bates & Watt, 2015; Korthagen 2017; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018). This is instead of an approach that begins with an ideal set of competencies that are imposed on the learner. In practical terms, a person-centred approach supports learners as self-directed learners by asking them what they think, feel, want, and care about most. It asks learners to consider their potential, their ideal and actual states, and unique paths of development (Bates & Watt, 2015; Korthagen 2017; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018). Self-directed learning, as discussed in the following section, has been shown to be an effective approach to adult education that is fueled by intrinsic motivation and that provides autonomy and opportunity for mastery. In terms of professional development, it also supports learners in connecting the professional with the personal (Korthagen, 2017).

In the abovementioned studies, learner success was contingent upon the provision of coaches to facilitate the person-centred and meaning-focused reflection and self-directed learning. Darling-Hammond and Richardson (2009) found in their review of literature of teacher professional development that support via coaches is most effective when it is coupled with a structured approach that is sustained over time. This implies a deliberate, individualised, and significant investment on the part of schools because coaching capacity needs to be built and maintained (Patti et al, 2015; Piper & Zuilkowkski, 2015; Shernoff, Lakind, Frazier & Jakobsons, 2015).

Self-Directed Learning

Self-directed learning is a construct and a process whereby learners take initiative, alone or collaboratively, to establish learning needs, engineer goals, create success criteria, identify resources, brainstorm activity options, commit to and execute actions, and evaluate learning outcomes (Guglielmino, 2008; Lowry, 1989; Loyens et al., 2008). A proposed outcome of self-directed learning is ownership of and responsibility for learning that enables learners to intentionally effect change in their lives or the lives of others (Abdullah, 2001; Boyatzis, 2001; Grow, 1991; Guglielmino, 2008; Lowry, 1989, Merriam, 2001).

The definition of the concept and process of self-directed learning varies to fit specific purposes and contexts. In this thesis, the definition of self-directed learning is guided by the work of Garrison (1997) and Guglielmino (2008). Their work identifies three distinct aspects of self-directed learning: self-management, self-monitoring, and motivation (Garrison, 1997; Guglielmino, 2008). Self-management encompasses the external processes that self-directed learners use to implement learning intentions. Self-management includes activities such as goal setting, resource management, and actions.

Self-monitoring encompasses the cognitive and metacognitive processes used by self-directed learners to make sense of their learning and construct meaning. Self-monitoring is closely linked to critical thinking and includes processes such as: analysis, synthesis, and elaboration. The motivation aspect of self-directed learning encompasses learners' levels of motivation at the starting point of learning, as well as their volition to sustain efforts and complete goals. All three aspects are intertwined. For example, successful self-directed learners can effectively self-manage their own learning processes, activate prior knowledge, use multiple strategies to construct meaning, are self-motivated to initiate the learning process, and persevere until the learning process is complete (Garrison, 1992, 1997; Guglielmino, 2008). To fully understand and facilitate self-directed learning, all three aspects should be considered and supported (Garrison 1992, 1997).

Though self-directed learning describes a process by which learners take ownership of and responsibility for their own learning, it also implies a learning relationship with others (Loyens et al., 2008). Self-directed learners embrace and utilise the power of learning relationships and the social world in which they live, and, as a result, use the perspectives of others to challenge, validate, and expand their understanding (Garrison, 1992, 1997). A learning alliance within the context of self-directed learning could also include a formal partner such as: a mentor, a facilitator, or a non-directive coach (Lowry, 1989).

The Benefits and Challenges of a Self-Directed Learning Approach in Adult Education

It has been found that adults typically seek autonomy in learning (Abdullah, 2001). As was shown through the research evidence provided in the person-centred

professional development section of this literature chapter, imposed learning on adults is largely ineffective. Specifically, adults do not retain knowledge and skills for more than a short time if they do not perceive they have choices in, and ownership of, learning situations (Boyatzis, 2001; Merriam, 2001). Several studies on problem-based learning in the field of medicine, which required the adult learners to be self-directed to reach solutions, reported that the participants typically experienced high levels of intrinsic motivation, were aware of and used their strengths in a solutions-focused approach, and demonstrated perseverance to sustain efforts and complete goals (Abdullah, 2001; Loyens et al., 2008).

With strong ties to humanistic psychology, specifically regarding the correlation between self-direction processes and the act of learning (Garrison, 1997), self-directed learning is the most learner-centred of all approaches to adult education (Abdullah, 2001; Merriam, 2001). This makes it an effective approach to use with learners seeking autonomy (Abdullah, 2001). Specifically, there are three main goals associated with the facilitation of self-directed learning. The first is to encourage and support learners to be self-directed and responsible in their learning. The second is to build the capacity of learners to reflect critically on their learning. The final goal is to promote service and action through learner empowerment (Merriam, 2001).

If the self-directed learning process is combined with a non-directive learning partnership, there is an increased likelihood of: life-long involvement in learning, independence, curiosity, courage, creativity, and self-efficacy in learners (Abdullah, 2001; Guglielmino, 2008). Self-directed learners have been shown to: develop the capacity to solve real-world problems, become less anxious during times of uncertainty, and possess a strong awareness of their strengths and when to apply them (Abdullah,

2001; Guglielmino, 2008). Longitudinal studies of business students in Master of Business Administration (MBA) courses found that those who were encouraged and supported to create their own learning agenda and goals established a set of competencies that included increased self-awareness and more attuned and effective self-regulation (Boyatzis, 2001). Learner ownership has also been shown to lead to resilience and determination because self-directed learners generally maintain high levels of interest in their learning despite mistakes and setbacks. This resilience may lead to breakthroughs in understanding (Abdullah, 2001; Guglielmino, 2008).

Self-directed learning is linked to increased levels of adaptability in adult employees (Boyatzis, 2001; Guglielmino, 2008). Adaptability, in this context, is the ability of individuals and groups to anticipate and create change through: experimentation, innovation, and flexibly adjusting strategies and tactics in the face of challenges and change (Boyatzis, 2001; Guglielmino, 2008). Educational communities benefit from being agile in response to rapidly changing contexts such as: accreditation, curriculum, and employment trends. Self-directed learning leads to more adaptable learners because it is designed to promote and facilitate: aspects of emotional intelligence, such as self-awareness and self-control, inquiry-based learning, and life-long learning (Boyatzis, 2001; Guglielmino, 2008). A series of longitudinal studies on graduates from business schools that deliberately facilitated self-directed learning and explicitly developed emotional intelligence revealed a 47% increase in adaptability after two years (Boyatzis, 2001). Additionally, the graduates maintained a 36% increase in adaptability two years after graduating (Boyatzis, 2001). Comparatively, the traditional programmes studied that did not promote and facilitate self-directed learning and explicitly develop emotional intelligence competencies showed gains in adaptability of

between 2-4% (Boyatzis, 2001). The researchers used capability-based questionnaires and video and audio recordings of behaviour to measure adaptability (Boyatzis, 2001).

While the literature and research interrogated in this study clearly identifies several benefits of a self-directed learning approach, there are challenges that must be considered to increase the likelihood of success. It is important to acknowledge that not all adult learners will possess the same capacity to learn in a self-directed manner (Grow, 1991). Learning in isolation requires an array of self-management and self-monitoring skills that not all learners will possess or be able to quickly and easily acquire (Grow, 1991). This means that leaders in organisations should consider adopting an approach that utilises structures and processes that develop self-directed learning capacity in a differentiated manner (Grow, 1991). Non-directive coaching is one intervention that is specifically designed to enable self-directed learning in all learners through the provision of a learning alliance with a trained coach (Lowry, 1989; Merriam, 2001).

Non-directive Coaching and Self-Directed Learning

Some (Lowry, 1989; Merriam, 2001) argue that to effectively facilitate self-directed learning in employees, leaders in organisations should adopt a deliberate and structured approach that authentically focuses on individual development instead of judgement on performance. This will, in turn, create an atmosphere of openness and trust. (Lowry, 1989; Merriam, 2001). Commensurate with such a recommendation, non-directive coaching approaches, such as person-centred coaching, have the potential to be a good match (Boyatzis, 2001). Such approaches provide support for learners because they allow individuals to identify and access appropriate internal and external resources, either individually or collaboratively, to effect change (Bates & Watt, 2015; Korthagen 2017; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018). Additionally, such

approaches support and encourage learners to set meaningful goals that can be met in a diverse number of ways and provide opportunities to evaluate and celebrate learning outcomes through regular reflection (Lowry, 1989).

Non-directive coaching directly facilitates self-directed learning by providing learners with a framework and set of processes with which to create a learning environment, learning orientation, and a learning agenda (Abdullah, 2001; Bates & Watt, 2015; Boyatzis, 2001; Garrison, 1992; Korthagen 2017; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018; Wilson, 2014). Though responsibility for learning lies with self-directed learners as individuals, self-directed learning, as an approach, requires a degree of collaboration and structure to be effective. Successful self-directed learners seek out multiple perspectives to challenge, validate, and expand understanding (Garrison, 1992). Non-directive coaching is collaborative by design and supports self-directed learning in several ways. First, it provides a learning relationship that raises self-awareness (Patti et al, 2015; van Nieuwerburgh, 2018). Second, non-directive coaching promotes learner responsibility through the coach's expression of non-judgemental respect (van Nieuwerburgh, 2018). Third, a non-directive coaching approach promotes and facilitates the creation of learning relationships with others. Finally, the approach encourages learners to seek out and consider multiple perspectives (Abdullah, 2001; Boyatzis, 2001; Garrison, 1992; Wilson, 2014).

Traditionally, research has been focused on the self-management aspect of self-directed learning, however, it is also vital to support the other aspects of self-directed learning that include: critical thinking, the construction of meaning, and motivation. Non-directive coaching directly facilitates motivation and volition, external task management,

and cognitive responsibility. It, therefore, supports a comprehensive model of self-directed learning (Abdullah, 2001; Garrison, 1997; Wilson, 2014).

To effectively facilitate self-directed learning, leaders in organisations should support learners in identifying a state of discontinuity at the beginning of the process. In this context, discontinuity refers to a recognised gap between a learner's ideal self and current self (Boyatzis, 2001). Person-centred coaching, the non-directive coaching model used at Renaissance College and tested in this study, incorporates the GROW model (Whitmore, 2009). The GROW model is a framework for coaching that was developed by Sir John Whitmore in the mid 1980s, and was central to his Coaching for Performance (2009) approach which became popular in corporate contexts (Wilson, 2014), The GROW model is considered one of the most commonly used coaching models in the world today (Wilson, 2014), Renaissance College implements the GROW model because it is the framework used by the training provider for the school. Specifically, the GROW model purports to allow a learner to: create and maintain ownership of meaningful goals, identify an ideal self, identify a current self, identify and use strengths and existing knowledge and skills in a solutions-focused manner, create a realistic and manageable plan of action, reflect on learning and progress periodically, and make learning and action adjustments based on reflection and feedback (Boyatzis, 2001). The GROW model can be used by coaches to effectively facilitate the creation of states of discontinuity in learners. From a state of discontinuity, a coach is then able to use the GROW framework to support learners in self-directed learning (Whitmore, 2009).

The following section of this chapter further explores the links between non-directive coaching, self-directed learning, and the person-centred approach to learning through an inquiry into the theoretical foundations that underpin them. From this process, a theory

on which to base this multiple-case study was identified. This was necessary in the context of this study because a theory is used in the process of determining the existence or absence of analytical generalisations (Yin, 2009). This section also explains why Renaissance College's non-directive coaching model is known as person-centred coaching.

Theoretical Foundations of Self-Directed Learning and Non-Directive Coaching

Through the process of evaluating the effectiveness of Renaissance College's person-centred coaching model, several psychological foundations linked to self-directed learning and non-directive coaching were analysed to identify a theory on which to base this multiple-case study (Yin, 2009). More information pertaining to the role of an identified theory in a multiple-case study is contained in chapter three. Specifically, the following psychological foundations were researched because they all link with self-directed and person-centred learning to some degree. They are: humanistic, biological, cognitive behavioural, personality trait, field theory, psychoanalytic, and neo-analytic. After exploring the foundations in tandem with the self-directed and person-centred learning research already discussed in this literature chapter, it became evident that the humanistic approach and, more specifically, client-centred theory and the person-centred approach best typify self-directed and person-centred learning in general (Rogers 1951, 1961, 1980, 1989).

The psychological foundations investigated in this study all provided guidance for identifying a theory and intervention to support self-directed learning. Humanistic theory, however, provided a direct foundation for self-directed learning because it underpins client-centred theory and the person-centred approach (Rogers 1951, 1961, 1980, 1989). Specifically, person-centred coaching, the intervention that comes from the person-

centred approach, encompasses humanistic and self-directed learning concepts and processes such as: self-exploration, self-knowledge, self-expression, self-actualisation, and self-determination (Boyatzis, 2001; Garrison, 1997; Rogers 1951, 1961, 1980, 1989). It also encompasses the humanistic beliefs that learners should be at the centre of any learning intervention and relationships built on trust are the key to success in terms of self-directed learning (Boyatzis, 2001; Garrison, 1997; Rogers 1951, 1961, 1980, 1989). Client-centred theory and the person-centred approach provide a foundation that recognises and emphasises learners' individuality and facilitates their innate ability to grow and develop in unique ways (Rogers 1951, 1961, 1980, 1989).

The humanistic approach was also developed from extensive research involving healthy learners focused on increasing wellbeing, as opposed to troubled learners seeking therapy to resolve problems (Friedman & Schustack, 2003). This aligns with the profile of adult learners at Renaissance College. The following paragraphs explore the facilitation of self-directed learning through a humanistic lens.

Humanistic Psychology

A humanistic approach to supporting growth and development is focused on treating people in a holistic manner. In effect, this means that clients' physical, social, emotional, and even spiritual wellbeing is considered and actively explored and discussed throughout the intervention (Rogers 1951, 1961, 1980, 1989). At the core of humanistic psychology lies the understanding that humans are naturally and constantly in a state of movement towards the fulfilment of potential. This innate propensity to work towards optimal functioning forms the basis of client-centred theory that states that clients are in the best position to direct their own learning and initiate the change needed to build their capacity and achieve their goals (Joseph, 2006). This stance matches the definition and

all aspects of self-directed learning (Boyatzis, 2001; Garrison, 1997). In terms of application, this translates to the facilitator fully understanding and showing respect for clients' self-determination and individuality by being patient, using attentive and active listening, and taking a non-directive approach (Grant, 2004; Peterson 1996; Rogers 1951, 1961, 1980, 1989)

Using a humanistic approach to self-directed learning may increase the chance of sustained behavioural change in clients (Goodstone & Diamante, 1998). Goodstone and Diamante (1998) encouraged those looking to facilitate self-directed learning to learn about humanistic psychology, reference humanistic criteria when reflecting on and evaluating methodology, and focus on raising clients' self-awareness as a priority goal. Roger's (1989) research expands on this thinking further by stating that clients' subjective experience, as opposed to an outside reality, is more effective for guiding their own behaviour and often leads to reduced levels of anxiety. This is because of their perceived power to overcome and remove challenges and obstacles. Goodstone and Diamante (1998) acknowledged that certain types of therapy, such as behaviour therapy and psychodynamic interventions, can also lead to sustained behavioural change in clients. They emphasised, however, that the key aspects of humanistic psychology that pertain to the working alliance - attentive and active listening, empathic understanding, and unconditional positive regard - are also present in and vital to the success of those therapies.

Learners benefit from facilitators that understand and aim to develop their self-esteem. Smoll et al. (1993) reported that facilitators need to understand the importance of implementing processes that build clients' self-confidence and self-esteem, as this has been shown to be effective in initiating self-directed learning that leads to sustained

behavioural change (Rogers, 1951). Brown, Collins, and Schmidt (1988) support this idea by stating that people who perceive their self-esteem to be low benefit, in terms of motivation to become more self-directed in their learning, from feedback that highlights growth and development.

Client-Centred Theory

Client-centred theory is a theory developed by American humanistic psychologist, Carl Rogers (1979). Client-centred theory is focused on individuals and postulates that all people have an extensive amount of resources within themselves that can be used to build greater self-awareness and self-understanding. These resources can be accessed and harnessed by individuals for self-directed learning under a defined set of conditions. These conditions are created by a particular psychological disposition on the part of the psychologist or coach, encompassing three specific attitudes (Boyatzis, 2001; Garrison, 1997; Rogers, 1979). Before moving on to state and discuss each of the three conditional attitudes, it is important to note that these attitudes need not come from a psychologist or trained coach for client-centred theory to be successful. Any relationship where the aim is to raise the awareness of and develop individuals will benefit from these conditions (Rogers, 1979). This is pertinent to schools because client-centred theory can be used effectively in both formal and informal contexts. An example of a formal context, and one that relates directly to this research, is a coaching series with a trained coach and a teacher, but application of client-centred theory could also be beneficial when used informally between a teacher and student, peer to peer, or between a senior school leader and a classroom teacher (Rogers, 1979).

The first attitude in client-centred theory is congruence. Congruence means conveying authenticity and being completely transparent. This does not mean that

coaches spend time disclosing information about themselves, rather, transparency refers to clients viewing coaches as being genuinely human without a façade (Witty, 2006). This is a very deliberate and calculated process on the part of coaches. Coaches must concentrate on being themselves when coaching. Not in an outgoing and extroverted way but in a mindful and calm manner. It may seem like a contradiction in terms to use the words ‘genuine’ and ‘calculated’ to describe congruence, but it is important to note that putting aside judgments and concerns, as well as resisting the temptation to take on a persona requires concentration and considerable effort on the part of coaches (Witty, 2006). When coaches are truly present in the moment, undistracted by their own problems, and not focused on creating a measured persona, then, in the context of client-centred theory, they are said to be expressing congruence (Rogers, 1979; Witty, 2006). The term congruence is used because clients will experience a level of symmetry between what is felt at an instinctive level, what is present in the moment, and what is communicated by coaches (Rogers, 1979). This leads to clients feeling that coaches are completely in tune with them because coaches are fully available to hear their thoughts and feelings (Rogers, 1979).

The next attitude is unconditional positive regard. Unconditional positive regard means that clients feel that they are in a supportive, risk-free environment where coaches will invariably accept what they say without judgment (Rogers, 1979). The expression of this attitude directly supports self-directed learning because it encourages learners to take ownership of and responsibility for their learning and to genuinely experience and reflect upon the emotions and thoughts that they are experiencing (Abdullah, 2001; Boyatzis, 2001; Garrison, 1992, 1997; Grow, 1991; Guglielmino, 2008; Lowry, 1989; Loyens et al., 2008; Merriam, 2001). In effect, this attitude feels as caring and psychologically safe

to clients because they can express themselves freely without conditions that may lead to shame, embarrassment, or negative consequences linked to failure (Boyatzis, 2001; Rogers, 1979). To be effective in expressing unconditional positive regard, coaches must accept that perspectives they may find hard to understand, or even repulsive, outside of the coaching context are simply accepted within it. The key point here is that unconditional positive regard is required within a specific context. A coaching conversation is not an unregulated conversation and requires: a strong sense of self, proficiency in self-regulation, and a high level of social awareness (Witty, 2006).

The third conditional attitude of client-centred theory is empathic understanding. Empathic understanding describes the process whereby coaches accurately detect the feelings and thoughts of clients and reflect them back using either their own words or clients' exact words (clean language) (Rogers, 1979). This idea of mirroring and clarifying has been described by its detractors as simplistic and likened to the actions of a parrot. This criticism might seem somewhat valid out of the context of a coaching conversation but when applied effectively by skilled coaches, active listening can be used to raise clients' self-awareness and self-knowledge and indicate that coaches genuinely understand what is being expressed. It is important to note here that coaches do not mirror and/or clarify everything that is said by the client, rather they skillfully and selectively reflect and clarify only what is useful in helping clients to learn more about themselves (Wilson, 2014). It may also seem and feel strange within the framework of a regular dialogue, but in a coaching conversation it becomes natural and seamless. If the goal of coaches is to be empathic with clients and to reinforce that clients are being heard and understood, then active listening can be very effective because the underlying intent reflects the necessary conditions of client-centred theory. If coaches only use the skill of

active listening with an underlying desire to simply check understanding for themselves then empathic understanding will not be expressed (Witty, 2006). In terms of client-centred theory, having empathic understanding is dependent on the first two conditions because conveying them will create a disposition of being in the present moment without judgment (Rogers, 1979). In coaching terms, this is known as active listening. The challenge for coaches is to be able to convey empathic understanding without taking on the emotional burden of clients. This could be described as a state of riveted detachment. From self-directed learning and coaching standpoints, one of the most powerful outcomes of empathic understanding is raising awareness of learners' thoughts, feelings and possibilities that are not immediately obvious (Abdullah, 2001; Boyatzis, 2001; Garrison, 1992, 1997; Grow, 1991; Guglielmino, 2008; Lowry, 1989; Loyens et al., 2008; Merriam, 2001; Rogers, 1979).

The attitudes of client-centred theory provide insight into how client-centred theory can facilitate self-directed learning. The client-centred theory attitudes combine to create the person-centred approach. A climate that facilitates an increase in learners' self-awareness. This is vital because greater self-awareness allows learners to more effectively tune-in to themselves, which leads to greater congruence between the inner self and the physical world. This enhances the ability to better identify relevant goals, locate and procure relevant and available resources, brainstorm options, and choose next steps in terms of action (Abdullah, 2001; Boyatzis, 2001; Garrison, 1992, 1997; Grow, 1991; Guglielmino, 2008; Lowry, 1989; Loyens et al., 2008; Merriam, 2001; Rogers, 1979). Clients have also been shown to care for themselves in alignment with caring attitudes expressed by their coaches (Rogers, 1979).

Coaches build trust with clients by taking a non-directive approach. A non-directive approach is one in which coaches do not advise or mentor clients. Instead, coaches use attentive and active listening, a supportive model that moves from goals to action, and open-ended and clarifying questions that do not lead or judge clients. This can lead to greater self-awareness, deeper understanding, and fulfilment of potential in learners (Cornelius-White & Kriz, 2008).

In developing a cogent argument for client-centred theory, Rogers (1979) pointed to research carried out both within and outside of the field of psychotherapy. Additionally, Rogers (1979) referred to and described two tendencies that underpin client-centred theory - the actualising and formative tendencies (Rogers, 1979). They are both scientific in nature and embody the very essence of living things and the direction of the universe in general. It is important to understand them and their connections and relevance to client-centred theory and the person-centred approach because effective person-centred coaching is contingent upon coaches leveraging the principles of client-centred theory and knowing why they are significant.

The Actualising Tendency

The actualising tendency is important because it establishes why coaches should trust in the elements of client-centred theory. The actualising tendency states that there is a constant flow of energy and movement in every living thing towards greater growth, organisation, development and the fulfilment of potential (Cornelius-White & Kriz, 2008; Garrison, 1997; Rogers, 1979). This activity occurs throughout the life of an organism and is stimulated by both internal and external factors. It continues regardless of the environmental conditions, however favourable conditions will accelerate and enhance growth (Rogers, 1979). The actualising tendency is a powerful, constructive force that

strives to fulfil itself regardless of the circumstances. It both supports the very concept of client-centred theory and, at the same time, benefits directly from it (Rogers, 1979). To harness the actualising tendency effectively, coaches should refrain from setting goals for clients or giving advice. The coaches' role is not to direct clients, instead they need to remain committed to the belief that clients will learn and grow, even in the face of self-limiting beliefs or seemingly self-defeating choices and actions (Witty, 2006).

In strengthening his argument for the existence of the actualising tendency, Rogers cites other eminent psychologists, psychiatrists and physiologists such as: Angyal (1941, 1965), Goldstein (1947), Maslow (1954), and Szent-Gyoergyi (1974). He also refers to the German biologist, Hans Driesch, who demonstrated that two sea urchins will fully form when a cell is separated into two after the first division of a fertilised egg. Normally these two joined cells will form separate parts of a single sea urchin, but their ability to form two individual sea urchins, albeit a little smaller than normal, when separated provides an example of the actualising tendency in action (Rogers, 1979).

The Formative Tendency

Additionally, Rogers goes further and broader by referencing the formative tendency. The formative tendency postulates that all living things and inorganic matter stem from a less complex version of themselves. Rogers openly writes that not all attempts at evolution have been successful, but movement from a simpler to a more complex form is evident at all levels in the universe (Rogers, 1979). Rogers also acknowledged that deterioration is ever present at all levels of the universe, though it exists in parallel and in concert with the formative tendency (Rogers, 1979).

Coming back to client-centred theory, it seems reasonable to posit that if everything is moving to become more complex and more developed, then the forces of

the universe might simply be working towards a predetermined outcome that people have no real control over. Rogers (1979) argues that a high level of self-awareness is influential and leads to educated choices. He postulates that even though many life processes go on in the human body at a subconscious level, raising clients' self-awareness will allow them to tune-in to and influence, not only, external stimuli but also the internal stream of feelings, thoughts and biological reactions (Rogers, 1979). This stance is also at the heart self-directed learning (Abdullah, 2001; Boyatzis, 2001; Garrison, 1992, 1997; Grow, 1991; Guglielmino, 2008; Lowry, 1989; Loyens et al., 2008; Merriam, 2001).

When considering the inner states of people and their relationship to external stimuli and conditions, coaches could also benefit from understanding how client-centred theory is supported by interdisciplinary systems theory (Jantsch, 1980). Interdisciplinary systems theory shows that the inner state of a system determines when and how change will occur, even in the face of forceful or turbulent external factors (Cornelius-White & Kriz, 2008; Jantsch, 1980)). This is useful for coaches to understand because there will be times during the coaching process, particularly during a prolonged coaching series, when clients' inner states will not change despite seemingly powerful external influences. Conversely, there will be times when significant inner change will occur for no obvious or apparent reason (Cornelius-White & Kriz, 2008). These moments of insight and illumination come about because a new internal pattern or structure has formed, and this only occurs when a previous state has been overcome or has, in effect, 'died'. This is directly opposed to the classical western scientific approach, which attributes growth and change to the accumulation of knowledge and expects internal systems to predictably and consistently react to external forces (Cornelius-White & Kriz, 2008). In basic terms,

change in this context involves an increase in the complexity of the inner state to the point where instability occurs. This instability is vital because it allows people to see and consider possibilities and perspectives that were either invisible or unable to be considered previously. Once there is movement towards one or more of these new possibilities, then the inner state will decrease in complexity and greater order and a clearer sense of pattern will emerge (Cornelius-White & Kriz, 2008). From the point of view of coaches, this is important to know because they will need to understand that there will be times throughout the coaching process when clients' thinking will become unstable. It is during these times that the greatest potential for change occurs, so coaches will need to resist the temptation to become a mentor or give advice. It is important to remember that interdisciplinary systems theory is used specifically to better understand the interrelationships between the many systems that make up a human being. This doesn't discount the many fundamental ideas of classical western science that are perfectly adequate for providing insight and answering questions in many other contexts, particularly those involving single systems within a person (Cornelius-White & Kriz, 2008).

Self-Actualisation and Client-Centred Theory

Self-actualisation is a fundamental human process whereby learners consciously choose to develop themselves (Maslow, 1968). To do this successfully, learners must become aware of their authentic identity (Maslow, 1968). Self-directed learning interventions, such as person-centred coaching, directly support the process of self-actualisation by helping learners to determine their current selves, ideal selves, and the gaps between the two (Abdullah, 2001; Boyatzis, 2001; Garrison, 1992, 1997; Grow, 1991; Guglielmino, 2008; Lowry, 1989; Loyens et al., 2008; Merriam, 2001). The gap

between the ideal and current self is known as discontinuity (Boyatzis, 2001). Those facilitating self-directed learning should focus on supporting learners in uncovering: their true selves, the resources that they already possess, and the way that they would like to move forwards in terms of goals and actions (Maslow, 1968). Learners have a propensity to self-actualise in accordance with their innate actualising tendency, which directly connects with the foundation of Roger's (1979) client-centred theory (Joseph, 2006). The attitudes of client-centred theory are well suited for creating the conditions needed for self-actualisation and self-directed learning (Abdullah, 2001; Boyatzis, 2001; Garrison, 1992, 1997; Grow, 1991; Guglielmino, 2008; Lowry, 1989; Loyens et al., 2008; Merriam, 2001).

To summarise, the expression of the client-centred theory attitudes is known as the person-centred approach. The person-centred approach is a non-directive approach that is designed to support individuals in moving towards optimal functioning. The move towards optimal functioning is a natural process, underpinned by the actualising and formative tendencies, that occurs in an environment of trust, non-judgmental respect, and empathic accuracy. The person-centred approach, when combined with a non-directive framework such as the GROW model, is known as person-centred coaching. Person-centred coaching provides a learning relationship and a specific framework and set of processes that directly support self-directed learning (Wilson, 2014). Person-centred coaching supports self-directed learning by providing learners with continuous opportunities to learn more about themselves. Through person-centred coaching, learners learn more about themselves by: identifying actual and desired states, self-assessing, creating meaningful goals, identifying internal and external resources to be used in a solution-focused manner, seeking the perspectives of others, developing plans of action,

reflecting on their learning, constructing meaning, and improving as a result of their learning (Abdullah, 2001; Boyatzis, 2001; Garrison, 1992; Wilson, 2014).

Coaching

The term coaching is applied to interventions used in a wide variety of contexts (Brotman et al., 1998; Diedrich, 2001; Frisch, 2001; Garman et al., 2000; Kampa-Kokesch & Anderson, 2001; Kilburg, 1996; Kleinberg, 2001; Kralj, 2001; Lowman, 2001; Peterson, 1996; Tobias, 1996; Williams & Davis, 2002; Witherspoon & White, 1996a). To find a suitable definition of coaching for this thesis, it was necessary to explore a range of definitions and synthesise the common elements that were relevant to the goal of facilitating self-directed learning in teachers.

The idea that coaches and learners form learning partnerships is explicit in coaching definitions and literature (Frisch, 2001; Tobias, 1996; William & Davis, 2002). The International Coach Federation (ICF) definition describes coaching as "partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential, which is particularly important in today's uncertain and complex environment." (ICF, 2014, Coaching FAQS section, para. 1). The ICF has always characterised the relationship between coaches and clients as a partnership. This is significant, as self-directed learning implies a learning relationship with others (Loyens et al., 2008). Katz and Miller (1998) highlighted the concept of a partnership as a vital element of the coaching process that distinguished it from other interventions, and Kilburg (1996) implied a partnership between the coach and client when he wrote that coaching aims are "mutually identified" and that the coaching relationship is built on cooperation.

Outside of sports coaching, coaching literature suggests that coaching is aligned

with self-directed learning because it is non-directive in nature (Abdullah, 2001; Boyatzis, 2001; Garrison, 1992, 1997; Grow, 1991; Guglielmino, 2008; Lowry, 1989; Loyens et al., 2008; Merriam, 2001). Kilburg (1996) stated that the non-directive nature of a coaching relationship is ill-suited to those looking for advice. Unlike mentors, coaches typically give little or no advice. Instead, coaches support and encourage personal and professional growth and development by facilitating a developmental learning framework and process (Belf, 1996; Diedrich, 1996, 2001; Gargiulo, 2004; Wilkins, 2000; Williams & Davis, 2002; Wilson, 2014).

In conclusion, coaching can be defined as a non-directive learning partnership that can be used in both personal and professional contexts. The non-directive design of coaching makes it well suited for the facilitation of self-directed learning because it promotes and supports the development of learner autonomy, meaningful goals, and a mastery mind set (Abdullah, 2001; Boyatzis, 2001; Garrison, 1992, 1997; Grow, 1991; Guglielmino, 2008; Lowry, 1989; Loyens et al., 2008; Merriam, 2001).

Types of Coaching

As not all coaching is conducted in the same manner, I investigated different types of coaching to better understand person-centred coaching and self-directed learning. Four broad coaching types were examined. They were: career coaching, business coaching, executive coaching, and life coaching. Career and life coaching provided the most useful information in terms of learning more about person-centred coaching and self-directed learning because they are non-directive in nature. Both business and executive coaching models contain directive elements as part of their core set of practices, such as advice, so they were not investigated further as part of this literature chapter (Grant, 2002).

Career coaching is designed to provide a tailored and focused professional experience for the client. It is mostly used to support context relevant professional skills development in the client through: the creation of an individualised action plan, opportunities for practice, and regular opportunities to garner feedback via self-reflection. Career coaching aligns with this study's definition of coaching and with the goals of self-directed learning because it is a flexible non-directive learning partnership that provides learners with a learning environment, learning orientation, and learning agenda (Abdullah, 2001; Boyatzis, 2001; Garrison, 1992; Merriam, 2001; Peterson, 1996).

Life coaching, like career coaching, is a type of coaching that invites learners to create and pursue individualised goals (Grant, 2002; Tanner, Quintis & Gamboa; 2017). Specifically, life coaching is a non-directive, future-focused developmental process that supports learners in: identifying and setting meaningful and motivating goals, planning a strengths-based course of action to achieve those goals, navigating challenges and the change process in general, garnering regular feedback through reflective practices, and developing a growth mindset through solution-focused thinking practices (Grant, 2002; Tanner, Quintis & Gamboa; 2017). Additionally, life coaches explicitly encourage learners to explore and construct personal and professional goals. It is valuable for learners to focus on both personal and professional goals to identify and understand the natural connections between their personal and professional lives. Understanding these connections leads to holistic learning and has been shown to increase the likelihood of goal attainment (Diedrich, 1996; Laske, 1999a; Patti et al, 2015; Rogers; 2004; Saporito, 1996; Witherspoon & White, 1996a). The largest and most in-depth peer-reviewed study on life coaching showed that clients who had been unsuccessful in achieving goals in the past attained goals and experienced an increase in mental health and quality of life when

using life coaching (Grant, 2002; Jonsson, 2003). Other studies on life coaching reflect strong links to self-directed learning because it: supports self-discovery, provides opportunities to explore challenges and possibilities from different perspectives, and assists learners in identifying and overcoming mind set limitations (Bates & Watt, 2015; Boyatzis, 2001; Creane, 2003; Jonsson, 2003). Life coaching also aligns with this study's definition of coaching and with the goals of self-directed learning because it is a flexible non-directive learning partnership that provides learners with a learning environment, learning orientation, and learning agenda (Abdullah, 2001; Boyatzis, 2001; Garrison, 1992; Merriam, 2001; Peterson, 1996; van Nieuwerburgh; 2018). The literature suggests that the term life coaching can be used interchangeably with the terms non-directive coaching and person-centred coaching.

Both career and life coaching models encompass core elements that make them a good fit with this study's coaching definition, the goals of self-directed learning, and the attitudes of client-centred theory. Specifically, they afford flexibility for learners to explore links between personal and professional goals, they utilise self-directed learning frameworks (Strenger, 2004), they encourage learners to seek and consider multiple perspectives, and they place importance on building meaningful and trustful relationships with learners (Abdullah, 2001; Boyatzis, 2001; Garrison, 1992, 1997; Grow, 1991; Guglielmino, 2008; Lowry, 1989; Loyens et al., 2008; Merriam, 2001; van Nieuwerburgh, 2018; Williams & Davis, 2002). Life (person-centred) coaching is a good fit for supporting learners in International Baccalaureate (IB) schools, such as Renaissance College, because it is specifically designed to facilitate self-directed learning. Self-directed learning is explicitly stated as an approach for all learners in the IB Standards and Practices (IBO, 2014). The coaching literature was further interrogated

in the following sections to gain more insight into the key components and processes of person-centred coaching. This information was used to assist in the analysis and synthesis of this study's data.

Models of Coaching

Models of coaching that are effective in facilitating self-directed learning in adults reflect both client-centred theory and the person-centred approach. Specifically, they focus on: developing a trustful alliance between the coach and learner, taking adequate time to increase learners' self-awareness, establishing learners' perceptions of their ideal and actual selves, identifying learners' areas in need of change, goal setting, identifying learners' strengths and challenges (Bates & Watt, 2015; Quick & Macik-Frey, 2004; van Nieuwerburgh, 2018), supporting learners in identifying and developing the necessary skills for success (Bates & Watt, 2015; Witherspoon & White, 1996a), establishing learners' persistent habits for success, and encouraging learners to seek feedback (Kilburg, 1996; Palus et al., 2003; Peterson, 1996; Shernoff et al, 2015; Tanner, Quintis & Gamboa; 2017). All of these aspects are contained within the person-centred coaching approach and framework (Rogers 1951, 1961, 1980, 1989).

In person-centred coaching, learners work directly with coaches throughout the process, and the focus of the model is to create a collaborative relationship between the coach and the learner that serves to identify and leverage the learner's strengths to overcome challenges and achieve goals (Bates & Watt, 2015; Rogers 1951, 1961, 1980, 1989; van Nieuwerburgh, 2018). This approach can lead to less resistance to change in learners because their strengths are the focal point for development (Tobias, 1996). A low level of client resistance has been shown to predict success in the coaching process (Kilburg, 2001). Person-centred coaching also aims to build self-directed learning

capacity in general by supporting learners to develop the understanding and accompanying skills to: create goals, determine the needed action, self-manage the process of goal attainment, and identify others to garner feedback and obtain support (Astorino, 2002; Bates & Watt, 2015; Kegan, 1982; Kralj, 2001; Laske 1999a; van Nieuwerburgh, 2018).

An effective coaching model should emphasise the importance of the development of the self in both personal and professional contexts (Boyatzis, 2001; Orenstein, 2000; Patti et al, 2015). The unconscious plays a significant role in determining individuals' behaviours, so coaching models should support learners in creating personal and professional goals and exploring the connections between them to bring unconscious thoughts to a conscious level. Person-centred coaching is aligned with this stance, as client-centred theory and the person-centred approach posit that the personal and professional lives of learners are inextricably linked (Diedrich, 1996; Kilburg, 2001; Laske, 1999a; Patti et al, 2015; Rogers; 2004; Saporito, 1996; Witherspoon & White, 1996a).

After investigating coaching models in this section, it became apparent that person-centred coaches use a set of strategies that should be integrated into any non-directive coaching approach used to facilitate self-directed learning in teachers. The first one is the development of a collaborative alliance between the coach and the learner based on trust, open communication, and authenticity. The second strategy, which is dependent upon the first, is the collaborative effort to engineer meaningful goals with the learner. The third strategy is to allow learners to explore both their personal and professional lives and the connections between the two when considering goal areas, specific goals, and subsequent action. The fourth strategy, at the stage where goals and

actions have already been established, is the facilitation of feedback. This can be achieved using a vast array of tools and tactics.

The Coach/Learner Relationship

The first salient point that was clearly identified when investigating the relationship between coaches and learners was the need for trust to be established. Trust is an essential element of the coach/client relationship because it is a working alliance where both coaches and learners are active (Blattner, 2005; Frisch, 2001; Lowman, 2005; van Nieuwerburgh, 2018; Wasylyshyn, 2003, 2005). The coach's role is to guide the process collaboratively with the client using a framework and questions to create the client's goals (Hart, Blattner & Leipsic, 2001; van Nieuwerburgh, 2018). A trustful relationship has been linked to success in coaching of all types but is especially important as a bedrock layer in person-centred coaching (Goodstone and Diamante, 1998; Kilburg, 2001; Laske, 1999a; van Nieuwerburgh, 2018). This is because the essential attitudes of the person-centred approach are specifically expressed to build trust so that learners feel safe and secure enough to engage in uninhibited self-discovery (Rogers 1951, 1961, 1980, 1989; van Nieuwerburgh, 2018).

The attitudes that coaches express have the potential to build trust in learning partnerships. Specifically, the person-centred attitudes of unconditional positive regard and empathic understanding have been linked with trustful alliances because they have been shown to build a foundation of authenticity (Goodstone and Diamante, 1998; Levinson 1996; van Nieuwerburgh, 2018). Bugas and Silberschatz (2000) and Hanman et al. (2000) reported findings from studies that suggest that coaches who are perceived as authentic by learners are more successful in facilitating the design of personalised learning strategies that are effective in stimulating growth and achievement. To build

trust, coaching relationships also need to be dependable in the eyes of learners. This includes: time frame, number of sessions, locations, schedule modifications, and privacy arrangements. Confidentiality is particularly important, as it is inextricably linked to the foundation of trust in coaching relationships (Kilburg, 1997).

Some studies support the use of coaches that have experience working in or significant knowledge about a client's industry (Anderson, 2001) as is the case with the person-centred coaches in this study. Page (2002) stated that some research findings show that a coach's success is contingent upon understanding organisational culture, identifying support structures that exist within the industry, and having enough understanding of the situational context to earn the respect of the client. Kombarakaran et al. (2008) also emphasised the value of employing coaches that possess insight into the client's professional context. Though some research supports this notion, it is debatable whether this is significant within a pure coaching context where the coach does not give advice, and the overriding factor for success is trust and the quality of the relationship (Baron & Morin, 2009; van Nieuwerburgh, 2018). It could be argued that a coach's level of industry expertise and knowledge contributes to the quality of the coaching relationship, however, there are also studies that make no mention of this and still conclude that the coaching relationship facilitates self-directed learning in learners by: improving reflective thought and questioning skills, encouraging positive emotions associated with current and future growth, expanding communication, and increasing motivation and volition (Abdullah, 2001; Bates & Watt, 2015; Boyatzis, 2001; Garrison, 1992, 1997; Grossek, 2008; Grow, 1991; Guglielmino, 2008; Lowry, 1989; Loyens et al., 2008; Merriam, 2001; Schlosser et al., 2006; van Nieuwerburgh, 2018). The following

chapter discusses the coaching capabilities that have been shown to have a close connection with the abovementioned positive outcomes.

Coaching Capabilities

A trustful learning alliance is linked with successful self-directed learning in adults and positive coaching outcomes (Abdullah, 2001; Boyatzis, 2001; Garrison, 1992, 1997; Grossek, 2008; Grow, 1991; Guglielmino, 2008; Knight, 2011; Lowry, 1989; Loyens et al., 2008; Merriam, 2001; Rogers 1951, 1961, 1980, 1989; Schlosser et al., 2006; van Nieuwerburgh, 2018; Wilson, 2014). To understand more about the coach's role in building a strong learning relationship, coaching capabilities were investigated. I used this information to assist me in analysing and synthesising the data in this study. As coaches are responsible for immersing learners in and engaging them throughout the entire coaching experience, they must: be respectful, express empathy, be polite, be consistent in their attitudes, be thoughtful, be patient, ask accurate and thought-provoking questions, and be open to feedback (Bates & Watt, 2015; Kilburg, 1997; Knight, 2011; van Nieuwerburgh, 2018). They must also be able to challenge learners in a constructive, practical, caring, and creative manner (Diedrich, 1996; Katz & Miller, 1996; Kiel et al., 1996; Knight, 2011; van Nieuwerburgh, 2018). Coaches also need to have adequate knowledge about the coaching process as well as the skills to effectively navigate it in a way that is useful to the learner (Kilburg, 1997; Knight, 2011; van Nieuwerburgh, 2018). To do this effectively, coaches should demonstrate a high degree of adaptability and raise their own self-awareness by inviting direct feedback from clients on an ongoing basis or constructing assessment measures that can be used in a formative or summative context (Brotman et al., 1998; Knight, 2011; Modoono, 2002; van Nieuwerburgh, 2018). In support of the findings above, several coaching studies revealed that a coach's ability to:

construct strong collaborative coaching relationships, exhibit unwavering professionalism, and skillfully use a clearly defined coaching process are the three most important factors linked to success (Knight, 2011; Wasylyshyn, 2003; van Nieuwerburgh, 2018). Specifically, effective goal setting, skills development, and feedback mechanisms for the client were shown to be essential (Graham, Wedman & Garvin-Kester, 1994; Kampa-Kokesch & Anderson, 2001; Knight, 2011; Peterson, 1996; Shernoff et al, 2015; Tanner, Quintis & Gamboa, 2017; Witherspoon & White, 1996a).

Goal Setting

Goal setting is a core component of all coaching frameworks used to support self-directed learning (Page-Voth & Graham, 1999). Goal setting has been linked to outcomes such as: increased motivation, enhanced productivity, improved performance, and context specific skill development (Anderson et al., 1988; Grant, Curtayne, and Burton 2009; Kombarakaran et al., 2008; Locke & Latham, 2002; Locke et al., 1981; Nemeroff & Cosentino, 1979; Olivero, Bane, & Kopelman, 1997; Smither et al., 2003; van Nieuwerburgh, 2018). Coaches in all coaching contexts can benefit from understanding goal setting research because learners' motivation to act is often contingent upon setting meaningful goals (Bandura, 1977; Biddle, Soos, & Chatzisarantis, 1999).

In person-centred coaching, learners' goals often fall into one or more broad areas that span both their personal and professional lives (Kilburg 1996; Patti et al, 2015). Though learners create and own their goals, it is valuable for coaches to be familiar with these broad categories because it will help them to guide learners in fully considering and exploring their lives and thoughts in a holistic manner (Wilson, 2014). These steps are known as identifying and prioritising goal areas (van Nieuwerburgh, 2018; Wilson, 2014).

To support learners in overcoming common challenges linked to goal setting and achievement, person-centred coaches should be aware of two strategies. First, coaches should ask learners questions to draw out possible distractions that may affect goal achievement, as well as focus on learner strengths needed to overcome or balance the competing interests (Gollwitzer, 1999; Rescoria, 1987). Even in cases where learner motivation is very high, progress could be hindered or even halted by competing interests of an enticing nature (Hyland, 1998). Coaches should also encourage learners to explore novel goal areas to lessen the impact of distractions because they may be naturally more motivating than areas linked to everyday life (Hyland, 1998). These strategies are effective in facilitating self-directed learning, specifically regarding the aspects of motivation and volition (Guglielmino, 2008).

Goal setting is a key component of self-directed learning and coaching frameworks, so it is vital that coaches allow learners ample time to explore goal areas in a holistic manner, identify possible distractions, and articulate meaningful goals that will increase the likelihood of sustained levels of motivation throughout the process (Guglielmino, 2008; Page-Voth & Graham, 1999). Additionally, coaches must also ensure that learners are afforded the opportunity to: think deeply about their current reality, brainstorm action options, and commit to next steps to fully utilise the coaching system. (Wilson, 2014).

Feedback

Like goal setting, feedback processes and structures are universally integral to self-directed learning and coaching frameworks. Feedback is crucial to the success of self-directed learning and coaching because it provides learners with targeted and detailed information pertaining to goal attainment (Boyatzis, 2001; Diedrich, 1996;

Kampa-Kokesch & Anderson, 2001; Lowry, 1989; Shernoff et al, 2015; Smith & Smoll, 1990; Tanner, Quintis & Gamboa, 2017; Witherspoon & White, 1996b). I used this literature to deepen my understanding of the role feedback in self-directed learning and to assist me in identifying connected positive outcomes.

Feedback is an essential element in self-directed learning and coaching because it supports learners in learning more about themselves (Boyatzis, 2001; Lowry, 1989; Shernoff et al, 2015; Tanner, Quintis & Gamboa, 2017). Feedback gives learners the opportunity to gain insight into their subjective behaviours which raises their self-awareness and increases the likelihood that they will be able to control emotions and maintain balanced perspectives (Brotman, Liberi, & Wasylyshyn, 1998; Goodstone and Diamante, 1998; Shernoff et al, 2015; Tanner, Quintis & Gamboa, 2017). This is important in the context of facilitating self-directed learning in teachers because building capacity is reliant upon accurate self-assessment derived from self-awareness (Boyatzis, 2001; Brotman, Liberi, & Wasylyshyn, 1998; Patti et al, 2015).

Coaches should learn to be aware of how to facilitate feedback to effectively support self-directed learning (Lowry, 1989; Shernoff et al, 2015; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018). Feedback should be precise, thorough, and focused on observed behaviours (Diedrich, 1996; Shernoff et al, 2015; Tanner, Quintis & Gamboa, 2017). In keeping with this, coaches should aim to share only what they have noticed and avoid giving advice (Wilson, 2014; van Nieuwerburgh, 2018). Coaches should look to provide balanced feedback throughout the coaching process so that they focus on behaviours that are helping and hindering learners. This approach supports the solutions-focused nature of coaching and self-directed learning (Abdullah, 2001; Maurer, Solamon, & Troxtel, 1998).

Praise as feedback has been linked to positive outcomes in coaching, however, research suggests that this is only true in directive coaching fields such as sports coaching (Anderson et al., 1988; Feltz et al., 1999; Smith and Smoll, 1990). In terms of the non-directive coaching framework (the GROW Model) used in this coaching study, neither the giving of praise, advice or instructional feedback was recommended because of the potential to undermine the fundamental principles of self-directed learning (Abdullah, 2001; Boyatzis, 2001; Garrison, 1992, 1997; Grow, 1991; Guglielmino, 2008; Lowry, 1989; Loyens et al., 2008; Merriam, 2001; Rogers, 1961, 1980, 1989; Wilson, 2014; van Nieuwerburgh, 2018).

Tobias (1996) claimed that feedback in coaching is most effective when it is a bidirectional mechanism. As well as utilising feedback tools to provide feedback for learners, coaches should use protocols to obtain feedback from clients. This process should be implemented during and at the end of the coaching process to ensure effective regulation of coaching methodology (Shernoff et al, 2015; Tanner, Quintis & Gamboa, 2017; Tobias, 1996). From the research that was examined in this section, it could be concluded that coaches should be tuned in to both providing and eliciting feedback throughout a coaching series. Facilitating a bi-directional feedback process supports: self-directed learning, learner development, goal attainment, and effective regulation of the coaching process.

Brainstorming, Reframing, and Metaphors

Person-centred coaching frameworks contain elements that allow learners to explore their current reality, brainstorm possible actions, organise and reframe their thoughts, and commit to action (Wilson, 2014). Brainstorming and reframing in coaching can be paired with the use of clearly defined structures, such as visual templates, to allow

learners to explore their own thoughts in a focused manner (Palus et al., 2003; Richard, 2003; Wilson, 2014). This process has been used to address challenges that were perceived to be complex in nature with a view to identifying possible solutions and then honing them via an iterative process (Palus et al., 2003). The model being used in this study that fulfils these criteria is the GROW model (Goals, Reality, Options, and Will Do) (Wilson, 2014). Additionally, coaches should ask questions that are not judgmental or leading to encourage learners to fully explore their own perspectives and the perspectives of others (Laske, 1999b; Wilson, 2014).

The use of metaphors in person-centred coaching is a tool that can be used to support learners when asking them to reframe their thinking (Laske, 1999b). Metaphors are strongly linked to visual images in the brain, and a skillful coach can assist learners, through questioning, to draw upon and take advantage of those images to gain an understanding of challenging and complex issues with relative ease (Eversole, 2004). One option for coaches is to encourage learners to express themselves using stories and scenarios because it allows them to delve deeper into their own thoughts in a non-threatening context (Kilburg, 1997). This method requires coaches to expand on clients' imagery and metaphors, which may be a challenging expectation for proficient but less creative coaches. As a viable alternative to this approach, clean language coaching may be used (Wilson, 2014). At a fundamental level, this simply involves coaches identifying and using learners' metaphors as part of the questions they ask. Making learners aware of the metaphors they are using gives them the opportunity to analyse them further, expand upon them, or simply move past them (Wilson, 2014). It is important to mention that, while the use of metaphors can be powerful within the context of self-directed learning, it is not an essential component of person-centred coaching (Wilson, 2014). The coaches at

Renaissance College use the GROW model to facilitate both the brainstorming and reframing phases of the self-directed learning process, as well as the use of metaphors and clean language, should coaches choose to do so.

Coach Training

Success in coaching programmes is contingent upon the use of competent coaches (Lord, Atkinson, & Mitchell, 2008; Shernoff, 2015; van Nieuwerburgh, 2018). To ensure a high standard of coaching, coaches should be trained and, preferably, accredited. In education, research suggests that awareness and implementation of training for coaches is increasing (Lord, Atkinson, & Mitchell, 2008).

The literature on coaching qualifications makes it clear that thinking is not unified in terms of what it means to be a qualified coach. Some authors, who believe that behavioural change is at the core of all coaching models, suggest that training in the field of psychology is required to be effective (Brotman, 1998; Kilburg, 2004). There is also research to suggest that industry specific knowledge is needed or, at the very least, useful in executive coaching (Kampa-Kokesch & Anderson, 2001; Kiel et al., 1996; Levinson, 1996; Lowman, 1998; Saporito, 1996; Somerville, 1998; Sperry, 1993; Tobias, 1996). However, many successful coaches do not satisfy either of the abovementioned criteria. At Renaissance College, coaches are trained and accredited by a reputable coaching body.

Internal and External Coaches

There are mixed opinions on whether organisations should hire external coaches or develop and deploy coaches from within (Lowman, 1998; Somerville, 1998). When executive coaching was first implemented in corporations, it was done using external coaches in most cases. This was because there were generally too few coaches within

organisations to meet the initial demand (Tyler, 2000). As coaching became more popular, firms began to seek accelerated and widespread change. This led to many institutions training coaches and developing executive coaching resources from within (Tyler, 2000). Much of the literature that focused on internal versus external coaching might have also influenced this movement because many of the articles were written in favour of internal coaching, arguing that developing employees as coaches increases an organisation's capacity to resolve large-scale systems problems (Anderson, 2001; Garman et al., 2000; Kilburg, 1996; Page, 2002). In terms of specific advantages, Schnell (2005) suggested that internal coaches bring expert institutional and field knowledge regarding policy and procedure to the coaching process. Expert knowledge is clearly needed for mentoring roles, but it can also strengthen coaching practice by providing coaches with a solid foundation of organisational and field-specific insight that can be used to: build rapport with clients, understand clients' situational context more clearly, identify powerful metaphors more easily, and facilitate clients' understanding of organisational goals, structures, and mechanisms (Schnell, 2005; Wilson, 2014)

There is also evidence to suggest that some employees prefer to work with external coaches. Wasylyshyn (2003) reported that this is because employees believe it is more difficult for coaches working within the same organisation to maintain confidentiality. Wasylyshyn (2003) also reported that employees felt that external coaches were more objective, had greater levels of expertise, were more experienced, and did not possess a political agenda. Frisch (2001) argued in favour of the use of external coaches, stating that internal coaches face a significant challenge because they often coach part-time in addition to fulfilling other demanding roles. At Renaissance College, all learners fully understand that, because only internal coaches are used, coaches are

coaching in addition to their full-time teaching roles. This promotes a sense of mutual empathy between coaches and learners that facilitates the need for ongoing flexibility in terms of scheduling.

The literature on internal and external coaching does not provide a definitive answer as to which form of coaching is preferable for organisations. Regardless of whether internal or external coaches are used, leaders should: provide coaches with a basic understanding of organisational structures, mechanisms, and culture if needed, communicate clear goals regarding coaching in the organisation, adopt and use structured protocols to ensure confidentiality, train coaches, and ensure that differences between coaching and mentoring are clearly understood and conveyed to all stakeholders.

Coaching Success Criteria

The coaching literature analysed in this study provided evidence that person-centred coaching is a valuable intervention for developing individuals personally and professionally, increasing performance, and facilitating self-directed learning because it is built on a foundation of humanistic psychology and behaviour practice (Boyatzis, 2001; Kampa-Kokesch & Anderson, 2001; Kombarakaran, 2008; Olivero et al., 1997; Rogers, 1961, 1980, 1989). Basing the implementation of any intervention on research is a strong foundation for success, nonetheless, it is essential that coaching success criteria are clearly established at the outset of the application phase to accurately monitor impact levels (Kampa-Kokesch & Anderson, 2001; Lowman, 2005). I used the literature on coaching success criteria to identify key criteria to assist me in the analysis of data in this study and determine the effectiveness of person-centred coaching at Renaissance College. This information was used to strengthen my understanding of this study's theoretical framework – client-centred theory.

Persistent behavioural change is one of the most important indicators of success in self-directed learning and person-centred coaching (Abdullah, 2001; Boyatzis, 2001; Brotman, 1998; Garrison, 1992, 1997; Grow, 1991; Guglielmino, 2008; Lowry, 1989; Loyens et al., 2008; Merriam, 2001). Persistent behavioural change is change that is sustained over time and particularly during times of high pressure and stress (Brotman, 1998). This signals that the behavioural change is connected to patterns of thought that have been internalised by the learner at a deep psychological level and that those patterns of thought have led to practical actions (Brotman et al., 1998).

There is research that supports the consideration of multiple aspects when evaluating the effectiveness of coaching programmes. To begin with, both coaches and learners should be fully committed to the success of the coaching process (Kilburg, 2001). To increase the likelihood of full commitment from coaches, organisations should hire reputable coaches or ensure high quality training if coaches are being developed internally. Organisations should also consider providing easily accessible and understandable information regarding coaching and offer it as a developmental option for employees (Elliot & Church, 1997; Fuller et al., 1982; Gollwitzer, 1999; Kilburg, 2001; Sadri & Roberston, 1993; Wasylyshyn, 2003). In the case of Renaissance College, all coaches are trained internally and accredited externally and learners are recruited on a voluntary basis. The next consideration pertains to the coaching framework, itself. The coaching protocol, process and purpose should be transparent and fully understood by both coaches and learners (Bates & Watt, 2015; Kilburg, 2001). At Renaissance College, the person-centred coaching framework is designed to elicit learners' desired outcomes and be simple in terms of understanding and execution (Wilson, 2014). The next aspect is the formation of strong learning relationships between coaches and learners (Kiel et al.,

1996; Kilburg, 2001; Maurer et al., 1998; Maurer et al., 2001; van Nieuwerburgh, 2018). Specifically, coaches must have an unconditional positive regard for learners that expresses: authenticity, empathic accuracy, and sensitivity and tact (van Nieuwerburgh, 2018; Winum, 2005). This aligns closely with the next feature, which is the effective implementation of coaching structures and tools (Kiel et al., 1996; Kilburg, 2001). Specifically, these structures and processes support coaches in: knowing when to encourage reframing, knowing when to confront and challenge learners, and knowing when to inquire further via probing questions (Bates & Watt, 2015; Kilburg, 2001). Finally, a strengths-based approach to coaching is preferable because it supports learners in focusing on active solutions, as opposed to weaknesses and deficits that could seem insurmountable to learners with a fixed mind set (Lowman, 2005). Renaissance College aims to develop and maintain high quality coaching methodology by: providing a formalised internal structure in which to develop coaching practices, offering mentoring opportunities for coaches by experienced coaches, encouraging coaches to seek continuous learner feedback, including coaching development as part of the school's strategic development plan, and building coaching capacity within the school by providing training opportunities for employees three to four times a year.

Coaches have also been asked directly about success criteria in person-centred coaching (Wasylyshyn, 2003). The coaches surveyed listed the following success criteria: sustained changes in the learners' behaviour linked to goals, an increase in learners' self-awareness, coaches being regarded as credible and effective by learners post coaching series, and high coach satisfaction ratings from organisations (Lowman, 2005; Richard, 1999; Wasylyshyn, 2003).

The literature examined in this section pertained to two distinct macro areas in coaching, factors explicitly connected to learners and factors that coaches can control to some degree. Learner-related factors include: learners' mind set, levels of motivation and volition, self-efficacy levels, willingness to commit to the coaching process, and their goals and actions. Coach-related factors include: coaches' capabilities in terms of being able to successfully implement structures and mechanisms, the ability to build rapport and trust in the coaching relationship, and the skill to be able to coach in alignment with learners' needs and wants, sometimes called intuitive coaching (van Nieuwerburgh, 2018; Wilson, 2014).

Key Challenges that can Influence Coaching Outcomes

In addition to identifying key factors that lead to and indicate success in coaching, organisations should also be aware of challenges and potential pitfalls that could negatively affect the coaching process and inhibit self-directed learning. In the context of this study, it was useful to consider these factors in the analysis of the data.

There are factors directly related to a range of learners' physical and mental states that can hinder or halt the coaching process (Kilburg, 1997). Learners who are: suffering from work-related stress, obsessed with achieving perfectionism, or extremely self-centred may struggle to set and reach goals when being coached (Kilburg 1996, 1997, & 2001). Coaches should also be wary if learners' exhibit maladjusted behaviours, as these actions may be linked to mental disorders or significant personal issues that require other types of psychological interventions (Horney, 1937). Regarding the challenges listed above, coaches would not be expected to address problems directly or try to rectify them. Instead, coaches should be able to identify issues that could prevent coaching success and then take appropriate action. This action may include: postponing the coaching series,

terminating the coaching series, recommending another intervention to the learner, or seeking advice from senior leaders in the organisation regarding possible next steps (Wilson, 2014).

There are challenges that arise in self-directed learning related to learners' behaviours and circumstances that coaches can support in a solutions-focused manner (Brotman et al., 1998; Wolters, 2003). These challenges include: self-limiting beliefs, procrastination, lack of self-awareness, competing interests and distractions (Gollwitzer, 1999), misconceptions, and a lack of skills pertaining to specific areas, such as leadership and communication (Kiel, 1996). In situations that present one or more of these challenges, coaches can raise learners' self-awareness and facilitate self-directed learning via questioning and the flexible use of coaching frameworks (Wilson, 2014). To do this effectively, coaches must be aware of potential obstacles and be willing to work through them with learners. These obstacles could be linked to either personal or professional domains of learners' lives (Wilson, 2014).

Coaches can also directly hinder the coaching process (Kilburg, 1996, 2001). Actions such as: expressing a lack of empathic understanding, expressing a lack of commitment to the process, showing disinterest, passing judgement on clients, executing poor listening and questioning skills, and arguing with learners can negatively affect coaching outcomes (Kilburg, 1996, 2001).

The literature suggests that coaching is a self-directed learning intervention with limitations. Learners who have needs that pertain to significant psychological issues or severe emotional disturbances, for example, will not benefit from coaching in the same way that they might working with alternate helping interventions, such as counselling or other forms of therapy. The use of incompetent coaches is also a predictor of

unsuccessful self-directed learning, particularly when coaches are unable to form strong working alliances with learners and facilitate the creation of meaningful and clear goals.

Coaching in Education

While the body of empirical evaluative research pertaining to the effectiveness of coaching in educational contexts is limited (Feldman & Lankau, 2005; Levenson, 2009; Page, 2002; Schlosser, Steinbrenner, Kumata, & Hunt, 2006; Smither, 2003; Thach, 2002), there are a number of contemporary studies and commentaries based on research that contain illuminating, as well as practical, insights. Aligned with the andragogy focus of this study, coaching in education literature directly related to pedagogy was not interrogated. The following paragraphs outline my critical inquiry into this literature.

Bates and Watt (2015) investigated the use of coaching and mentoring to support teachers in schools. They found that both coaching and mentoring fit well with typical staff development cycles, in that there are clearly defined and formal stages of planning and opportunities for mid and end of cycle reviews. More specifically, they stated that coaching allows teachers to identify their own learning needs, establish action steps, and actively reflect throughout the cycle of intervention (Bates & Watt, 2015). These findings support much of the literature investigated in this chapter.

Bates and Watt (2015) also stated that a combination of mentoring and coaching can prove to be effective in supporting the development of teachers' practice, particularly when coaching follows a formalised mentoring cycle. This is because mentors are able to model what good practice is for teachers, consolidating teachers' understanding before teachers takes ownership of and responsibility for goal setting and action (Bates & Watt, 2015). This differs from Knight's (2011) instructional coaching approach, that typically provides the opportunity for coaches to leverage mentoring after teachers have been

coached through a process of goal setting and action planning that is driven by reflection on their own teaching practice video footage. The stance that mentoring provides learners with modelled understanding has merit, particularly if the mentor is considered a proficient practitioner (Knight, 2011). The potential problem, in terms of combining mentoring with coaching, is that by having something modelled first, learners are seeing how practice works for other individuals and not necessarily for them. Each learner is an individual with unique core qualities, skills, and behaviours, so it is also reasonable to argue that interventions that purely facilitate person-centred and self-directed learning provide learners with an authentic opportunity to identify and craft a personalised development pathway (Bates & Watt, 2015; Korthagen et al, 2013; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018). In terms of this study, client-centred theory and the person-centred approach are explicitly non-directive in nature so as to create optimal conditions for self-directed learning (Rogers, 1961, 1980, 1989). There is no place for a mentoring component because mentoring is directive by design (Wilson, 2014). This is not to say that mentoring is ineffective as an intervention, as clearly there is research to support its value in specific contexts (Knight, 2011; Wilson, 2014).

Shernoff et al (2015) investigated coaching as an intervention to support early career teachers in elementary schools. They found that consistency in coaching, in the form of regular scheduled sessions, was linked to more and deeper learning. The main challenge they identified in terms of achieving this consistency was scheduling regular coaching sessions amidst competing priorities. This challenge made some learners reluctant to participate in coaching series, as they felt that they simply lacked the time to commit to the process.

Shernoff et al (2015) also found that the reflection and feedback opportunities provided by coaching led to greater learner self-awareness of practices and, consequently, increased motivation and a structure to set goals and actions for change. Specifically, teachers reported the value of immediate feedback because it allowed them to make small and timely adjustments to their strategies and actions. This was important to teachers because large-scale changes were not seen as a viable option in the context of their busy schedules. The abovementioned findings in this study present a clear and present challenge for schools because there is a need to find ways to schedule regular coaching sessions in the face of competing priorities. This challenge may be amplified because coaching, as a developmental intervention, is not as common or established in education as it is in other industries (Shernoff et al, 2015).

Piper and Zuilkowski (2015) studied instructional coaching in public schools in Kenya. Like Shernoff et al (2015), Piper and Zuilkowski (2015) concluded that a critical amount of consistency is needed to increase the probability of deep learning. Specifically, they stated that learning was deeper for learners that had coaches that serviced 10 rather than 15 schools.

Tanner, Quintis, and Gamboa (2017) also studied the planning, implementation, and consistency of instructional coaching for teacher development. First, they found that formal feedback mechanisms and processes in coaching models are more effective in supporting learning and achievement when they engage learners directly. An example of this is the reflective stage of Knight's (2011) instructional coaching model. In this reflective stage, teachers are coached through a process of garnering feedback from video footage of their own teaching practice (Knight, 2011). The process of supported self-reflection in coaching is effective because it gives learners the opportunity to manage,

make sense of, and find points of strong intrinsic motivation in their learning (Garrison, 1992, 1997; Guglielmino, 2008; Korthagen et al, 2013; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018).

Closely connected to their findings on the effectiveness of engaging feedback in coaching, Tanner, Quintis, and Gamboa (2017) also stated that coaching proved most successful in facilitating self-directed learning when it was personalised. Specifically, learners felt that they had ownership of and responsibility for their development when coaches invited their input at each step of the process (Tanner, Quintis, & Gamboa, 2017). The genuine feelings of ownership of and responsibility for learning and action were also linked to high levels of motivation throughout coaching cycles (Tanner, Quintis, & Gamboa, 2017). In light of this, it is important to state that it is simply not enough for schools to prioritise and schedule regular coaching sessions to facilitate deep learning. Learners must also sustain strong levels of motivation towards achievement throughout coaching experiences for coaching to be effective during and after the series (Garrison, 1992, 1997; Guglielmino, 2008; Korthagen et al, 2013; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018).

Patti et al (2015) investigated the links between coaching and the development of emotional intelligence. They found that coaching approaches that contained explicit elements of emotional intelligence, such as questions designed to elicit thinking connected to self-awareness, self-regulation, social awareness, and relationship management, led to learners reporting greater levels of self-awareness and more effective self-management and relationship management (Patti et al, 2015). They also reported that these benefits are contingent upon formal and consistent implementation of coaching programmes by senior leaders in schools (Patti et al, 2015).

Wang et al (2016) studied coaching in the context of a problem-based learning (PBL) framework that was designed to support the development of medical students. In support of the abovementioned studies in this coaching in education section, Wang et al (2016) found that coaching facilitated self-directed learning, in particular the aspect of self-monitoring. In this PBL context, self-monitoring translates to the ability to effectively reason in a clinical setting. Additionally, the researchers discovered that coaching motivated students to continue to inquire and learn post coaching, possibly indicating that coaching effectively supports lifelong learning. Wang et al (2016) also stated that the students developed a greater sense of empathy towards patients during the coaching process. As empathic understanding is an essential coaching attitude (Rogers, 1961, 1980, 1989), it is possible to conceive that coaching may have facilitated the reported increases in empathy to some degree.

Barnes, Bullard, and Kohler-Evans (2017) also found links between coaching and the development of affective skills, including the ability to empathise with others. They stated that school leaders often implement coaching in the hope that student achievement will rise, however, they found that coaching may be as effective for developing affective skills in both teachers and students. Barnes, Bullard, and Kohler-Evans (2017) found that a coaching approach to development that encompasses attitudes and skills such as: noticing, listening, questioning, unconditional positive regard, and empathic understanding reinforces the development of these attitudes and skills in learners.

Van Nieuwerburgh (2018) compiled research-based characteristics of effective coaching in schools. First, trust has been repeatedly shown to be an essential component in successful coaching alliances. Trust is built somewhat by the confidential nature of coaching. So, confidence in confidentiality being upheld by a coach builds coach-learner

trust. Trust, however, is mostly built through the coaching relationship as it develops. Specifically, the attitudes of congruence, unconditional positive regard, and empathic understanding combine to create an optimal environment for trustful relationships to form and flourish (Rogers, 1961, 1980, 1989; van Nieuwerburgh, 2018),

Second, van Nieuwerburgh (2018) stated that the structure of a typical coaching series, whereby learners receive regular coaching sessions throughout a school year, supports learners in reflecting and acting on challenges and growth opportunities in a timely manner. The aforementioned would only hold true if consistency in scheduling was upheld. This is in keeping with the studies in this coaching in education section that highlight the importance of consistency in coaching (Shernoff et al, 2015).

The third characteristic that van Nieuwerburgh (2018) discusses is the need for learners to enter coaching on a voluntary basis. Some research suggests that voluntary participation in coaching is often driven by a learner's awareness of the need for change coupled with the motivation to act (van Nieuwerburgh, 2018). While learner awareness and motivation are linked to meaningful growth (Bates & Watt, 2015; Knight, 2011; Korthagen et al, 2013; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018), it can be reasonably argued that the expression of the essential person-centred attitudes of congruence, unconditional positive regard, and empathic understanding, combined with the effective use of coaching skills such as attentive listening, accurate listening, questioning, clarifying, and paraphrasing, will facilitate the development of both awareness and motivation (Rogers, 1961, 1980, 1989; Wilson, 2014). I would agree, however, that voluntary participation is generally predictive of open-mindedness on the part of the learner, which is certainly a preferable state of mind at the beginning of a coaching experience (van Nieuwerburgh, 2018).

The fourth characteristic is that learners are more likely to experience success in coaching if they feel that they own their goals and related actions (van Nieuwerburgh, 2018). This fully aligns with the purpose of the essential person-centred attitudes, in that they are designed to support learners in directing themselves in their own learning and development (Rogers, 1961, 1980, 1989; Wilson, 2014). Such is the power of ownership of learning, that even in coaching models that have mentoring components, learners are supported in identifying and articulating their goals and actions (Bates & Watt, 2015; Knight, 2011; Korthagen et al, 2013; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018).

The fifth characteristic that van Nieuwerburgh (2018) states is that coaches must approach all aspects of coaching in a supportive manner. This is essential for developing trust in the coaching relationship because learners don't feel liked they are being judged on their thoughts and actions (van Nieuwerburgh, 2018). Once again, this is in complete alignment with the person-centred attitudes, specifically unconditional positive regard (Rogers, 1961, 1980, 1989). This attitude of unwavering support is also strongly connected with the sixth characteristic of successful coaching in schools, which is that coaches must demonstrate that they are present and genuinely care for the learner throughout the coaching series (Patti et al, 2015; van Nieuwerburgh, 2018). In terms of client-centred theory and the person-centred attitudes, genuine care comes mainly from the expression of congruence and empathic understanding and accuracy (Rogers, 1961, 1980, 1989).

Finally, van Nieuwerburgh (2018) discusses the need for coaches to leverage typical coaching model design to ensure that the process is future-oriented and positive in

terms of an unyielding focus on learning and development. While it is essential in coaching to reflect on current reality to identify vital developmental aspects such as strengths, values, motivation, progress, and challenges, coaching is forward-looking by design and aims to create optimal conditions for learners to develop themselves gradually over time (Knight, 2014; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018; Wilson, 2014).

Literature Summary

This inquiry into a person-centred approach to professional development, self-directed learning, and coaching literature has revealed compelling arguments for the use of person-centred and meaning-focused reflection, in the form of person-centred coaching, to facilitate self-directed learning in teachers. It also revealed that a diverse range of coaching models and methodologies are in use in various personal and professional contexts. This diversity in the research reflects a lack of philosophical and academic consistency in coaching, nonetheless, there are common themes and principles, supported by a significant body of evidence, that inform and support the implementation of person-centered coaching frameworks and practices. The first shared assertion is that person-centred coaching is an intervention that is focused on facilitating self-directed learning. The second is that the role of coaches is to work collaboratively with learners using a person-centred approach to form a working alliance to guide and support self-directed learning and self-initiated change. In addition to these coaching premises, there are universal coaching elements that are well supported by research in terms of effectiveness such as: goal setting processes, meaning-oriented reflection and feedback protocols, and the use of brainstorming, reframing techniques, and metaphors. The research investigated in this chapter also provided rich insight into best practices in

person-centred coaching. Understanding best practices in person-centred coaching helped me to identify the success criteria used to evaluate the data in this study.

Several theoretical foundations of psychology were explored to determine the most appropriate theoretical base for this study. After comparing and considering each foundation, the humanistic foundation and client-centred theory were most closely connected to self-directed learning and person-centred coaching. Looking at self-directed learning and coaching through the lens of humanistic psychology provided me with more insight into and a greater understanding of their core components and processes. Specifically, a coach's expression of congruence, unconditional positive regard, and empathic understanding, as stated in client-centred theory, underpins the essential trustful relationship that is at the heart of every successful person-centred coaching alliance.

After inquiring into client-centred theory and the person-centred approach in more depth it was found that they are closely linked to the actualising and formative tendencies. These tendencies underpin individuals' natural movement towards optimal functioning, so person-centred coaching, when implemented as per the tenets of client-centred theory, has the potential to support learners in their self-directed learning journeys. This assertion is also consistent with the benefits of person-centred coaching frameworks explored in this literature chapter.

It also became apparent that the largest research gap in the context of this self-directed learning and person-centred coaching study is the lack of a critical base of evidence in the field of education. Though it is claimed that person-centred coaching contributes to goal setting, commitment to action, the promotion of self-talk, the development of self-efficacy, the transfer of professional learning, employee well-being, and a positive organisational climate (Lord et al., 2008), the veracity of these claims,

specifically regarding the impact of person-centred coaching in an educational setting, is largely unknown. This reinforced the value and necessity of this study.

CHAPTER 3

Method

The research methodology chosen for this study was a qualitative multiple-case study located in the interpretivist paradigm. The decision to follow this methodology was predicated on a number of issues. First, the overarching aim of this study was to test the claimed outcomes from person-centred coaching and to identify any beneficial outcomes to participants in terms of the facilitation of self-directed learning. As the study was contextually bound in a school site and employed a variety of data sources to answer the questions, case study methodology was deemed to be a suitable approach (Adelman, Kemmis, & Jenkins, 1980).

The Interpretivist Paradigm

In current qualitative research practice, interpretivism posits that facts and moral values cannot be evaluated separately and that interpretation is invariably prejudiced because it is situated in terms of the individual and the event (Cousin, 2005; Elliott & Lukes, 2008). In this paradigm, it is acknowledged that all participants, including me, bring their own unique understanding of the world and construction of reality to the research. The implication for me is that I needed to remain open to the attitudes and moral values of the participants and withhold prior cultural beliefs (Hammersley, 2009; Mackenzie & Knipe, 2006). In the context of this study on person-centred coaching alliances, one of the strengths of the interpretivism paradigm is that it provided a naturalistic lens through which to view and understand authentic coaching conversations. Using an interpretivist paradigm allowed me to recognise that social interactions are complex and change over time. It also prevented me from trying to make generalisations based on a simple cluster of variables (Hammersley, 2009; Mackenzie & Knipe, 2006). A

criticism of the interpretivist paradigm is that it is ineffective in identifying objective reality (Hammersley, 2009; Mackenzie & Knipe, 2006). All that is seen is one version of reality based on a particular set of perspectives. A different set of perspectives viewed through this paradigm could just as easily lead to another version of reality (Hammersley, 2009; Mackenzie & Knipe, 2006). To mitigate this and to create the opportunity for analytic generalisation, I chose to conduct a multiple case-study containing five unrelated sets of perspectives garnered directly from responses to interview and survey questions about real coaching experiences.

Case Study Methodology

Case study methodology is designed to support researchers in collecting data from different sources in a way that allows them to view each piece of datum as a small part of a larger puzzle. Such an approach presents an opportunity to gain a fuller understanding of the situation because the data strands can be woven together to reveal patterns and fill in knowledge gaps (Patton, 1990; Yin, 2009). In this study, the data were drawn from multiple sources over a two-year period. Multiple data sources were analysed and used to identify patterns through the process of cross-validation. The process of cross-validation provided an opportunity to create a detailed explanation of how and why teachers in the study benefitted from person-centred coaching because it facilitated the identification of authentic and meaningful patterns and themes, through comparison and corroboration (Schumacher & McMillan, 1993; Yin, 2009).

Case study methodology is also effective in the presence of an identified set of conditions and factors because it incorporates multiple perspectives which leads to a rich set of data and a deeper level of understanding (Baxter & Jack, 2008; Mariano, 1993). In this study, the research questions were structured to explore and explain phenomena

where participants' behaviours could not be controlled. Moreover, the dependent variable of interest was studied within the school environment which presented the potential for blurred lines between the fact, the situation, and its context (Yin, 2009). In the case of this study, the abovementioned conditions and factors were present and feature in the following paragraphs.

As this study was focused on a field-based coaching pathway in a school and not an experimental environment with a fixed set of conditions, I had no direct control over the behaviours of the coaches and learners involved in the research. Case study methodology is effective when the researcher has no control over the behaviours of the participants because it is designed to facilitate inquiry into genuine behaviours in a natural setting (Baxter & Jack, 2008; Yin, 2009). I chose to research and evaluate person-centred coaching in a field environment context to specifically understand the benefits at Renaissance College. Moreover, this naturalistic methodology may lead to some transference of knowledge to other educational institutions.

The boundaries were not always clear between person-centred coaching and the school context in this study. For example, pre-existing relationships between some coaches and learners were present because internal coaches were used in the person-centred coaching programme. Case study methodology is well suited to researching and understanding the effect of these relationships because it utilises multiple sources of data in a process of cross-validation over time to more precisely illuminate the reality within the case study (Patton, 1990; Schumacher & McMillan, 1993; Yang, 2005; Yin, 2009).

Case study methodology supports close collaboration between researchers and participants over an extended period. This is important in the context of this study because each teacher's extended narrative regarding his or her coaching experience was used

individually and together with other cases to measure the effect of coaching and explain how and why coaching is beneficial or ineffective within and across all cases. Each participant was given the opportunity to share his or her story over a period of one academic year, allowing me to better understand his or her thoughts, feelings, and actions (Lather, 1992).

To increase the likelihood of this multiple-case study beginning and remaining focused on how and why teachers benefit or do not benefit from person-centred coaching in a school setting, I created a bounded system. A bounded system is one where a case is deliberately separated into areas defined by boundaries to facilitate focused research (Creswell, 2002; Merriam, 1998). In this multiple case study, I clearly identified and defined the time and place, the specific coaching framework and approach, and context of the study (Creswell, 2002; Miles & Huberman, 1994). Specifically, this translated to a study period of one academic year at Renaissance College, Hong Kong for each participant, the use of the GROW model (Wilson, 2014), a coaching approach underpinned by client-centred theory (Rogers 1951, 1961, 1980,1989), and coaching within the context of an optional developmental pathway for teachers. Binding the case study in this way supported me in keeping the study at a reasonable level in terms of scope (Stake, 1995; Yin, 2009; Wilson, 2014).

A critical step in any case study is determining what needs to be studied to effectively answer the research questions. The outcome of this process is known as the unit of analysis (Baxter & Jack, 2008). In this case study, I believed that focusing on teacher experiences with coaching would be the most effective way to find out how and why teachers benefit or do not benefit from coaching in a school setting.

A multiple-case study structure was chosen because it allowed me to analyse five

teachers' experiences with coaching individually, as well as in comparison with one another. Though the general context was the same for each teacher in terms of being coached by an internally trained and employed coach in school, the specific context varied because of factors such as: previous experiences with coaching, different levels of understanding of coaching, different roles within the school, different expectations of coaching, and pre-existing relationships with coaches. A multiple-case study framework should be adopted when the context for each unit of analysis differs (Yin, 2009) because the similarities and differences between cases can be easily identified and analysed, leading to a robust, valid, and reliable investigation. In this study, the multiple-case study structure was used to predict similar results in conjunction with client-centred theory as a foundation. This allowed me to expand and generalise client-centred theory in an analytic sense using a process known as literal replication (Yin, 2009). A detailed breakdown of all research steps and techniques is included in this chapter in the research design section.

While the suitability of multiple-case study methodology has been explained and justified in the preceding paragraphs, it is important to note the limitations and how they were effectively managed in this study. First, as is evidenced by the large amount of information contained in each findings chapter, multiple-case study methodology reveals a significant volume of data (Yin, 2009). This data must be recorded, organised, analysed, synthesised, and shared which is challenging simply because there is so much of it. To effectively manage the large flow of data throughout the study, I had to implement a structured thematic analysis approach, which is discussed later in this chapter. Even with a structured approach, it was necessary to continuously organise and make sense of the data after every data collection period. Using a bounded system, as discussed earlier in this section, also made it easier to record and analyse data within and across cases because

data was clearly organised using a set of pre-determined categories.

Second, because of the length of each coaching series and the need to keep the study manageable in terms of scope, the data collection process spanned almost two full years. The time span did not present any significant challenges in the context of this study, however, such a lengthy data collection period may not be suitable for researchers who are external to a study context or require data within a shorter timeframe.

Third, as is the case with single, as well as multiple, case studies, researcher objectivity can be questioned, particularly in the absence of formalised and systematic procedures (Yin, 2009). To limit the possibility of conducting a free-form study that lacked rigour and a transparent and consistent structure and set of processes, I employed strategies such as: identifying an appropriate theory - client-centred theory (Rogers, 1961, 1980, 1989) – to expand upon as a focus for the research and to use as an anchor for analytic generalisations, the use of a structured thematic analysis approach, the use of a clearly bounded system, and intentionally implementing reflexivity throughout the study. All of the aforementioned strategies are explained in greater detail in this chapter.

Participant Sample

As multiple-case study methodology was used, five participants (units of analysis) in total were recruited from the entire primary school teacher cohort through open invitation. Qualified and registered male and female teachers aged between 25-60 years of age were the sample for this study. The total number of cases was spread across two academic years to minimise the impact on my time. I was also the primary school principal and this arrangement allowed me to fully meet my professional and doctoral candidate requirements. The ethical concerns linked to the fact that I was the researcher and the primary school principal are discussed in the ethical considerations section of this

chapter, however, at this point it is pertinent to state that I did not conduct any of the interviews with or send the surveys to the study's participants. These actions were carried out by University of Tasmania research supervisors.

The sample was limited to Renaissance College teachers, as the school formally supported the study (Appendix 1) and has an established person-centred coaching programme that is not widely available in other English-speaking schools in Hong Kong. Moreover, having only one school minimised the costs financially and in terms of time to conduct the research as I was also employed at Renaissance College. Access to participants was also made more convenient by focusing on one school. All primary teachers at Renaissance College who opted for the person-centred coaching developmental pathway were given the opportunity to volunteer for this research.

Participant Selection

All Renaissance College primary teachers were contacted via email by the university research supervisors, inviting them to consider participation in the study (Appendix 2). Expressions of interest were in the form of electronic communication (email) to the two university research supervisors. From the expressions of interest, the university research supervisors randomly selected three participants for the first year of the project and two for the second year. I was blinded to the selection process because of potential reflexivity and positional power issues, and selection was restricted to participants in the person-centred coaching programme. Thereafter, a random selection process, using computer generated random numbers, was used to select participants (with replacement) into the study. Participants selected into the research project were informed via email by the university research supervisors and sent the information sheet and the consent form (Appendices 3 & 4). Those not selected were also informed by email.

Primary school teachers who decided to consent to participate in the study were directed to an electronic survey site that allowed electronic collection of consent.

Participants' personal information was not broadcast or used during the study, nor kept as part of the case study database. Each Participant was referred to using a sex-neutral pseudonym and personal pronouns that represented a randomly chosen sex classification. Only the two university research supervisors had access to the master list of name and matching pseudonyms. The identifiable electronic data were stored on the chief investigator's computer and was password protected and backed up regularly. Participants' positions in the school were referred to in general terms during this study. The reason this information was included was because it provided context and additional data that proved useful in terms of the aims of the research.

Instrumentation Overview

For this multiple-case study, I chose to use a combination of research methods to obtain data. At the beginning and end of each coaching series, interview methods were chosen because they are effective in garnering in-depth data and establishing how participants think and feel about person-centred coaching (Suskie, 1996). A survey method was chosen at the mid-point of each coaching series due to its effectiveness in garnering a broad range of data (Suskie, 1996), and its ease of use for participants. Specifically, each coaching series' mid-point coincided with a particularly busy time for participants, therefore the survey assisted participants in balancing the requirements of this study with their teaching priorities.

The interview and survey questions used in this study were developed specifically by me to provide data that could be used to answer the research questions and test the thesis statement. The interviews and survey contained a combination of questions

designed to elicit both factual and personalised descriptive responses in a naturalistic context (Yin, 2009). To test the clarity and effectiveness of these questions, I invited other professionals, with an insight into both research and coaching, to review them and provide feedback (Leary, 1995; Robson, 1993; Suskie, 1996).

To design a valid and reliable survey and set of interview questions that evoked a constant level of response (Suskie, 1996), I used Leary's (1995) questionnaire guidelines when constructing the questions. I used these guidelines to ensure that the questions were written using accurate and explicit terminology, were simple and straightforward in terms of language, were free of any preconceived ideas about the participants, were written so that conditional information came before the main ideas, asked participants to focus on one idea only, provided appropriate response structures, and were pretested for clarity and effectiveness.

To ensure reliability, I presented all respondents with an identical set of foundation questions (Robson, 1993). Additionally, to improve levels of validity and reliability, I shared the questions from both the interviews and survey with a group of individuals at Renaissance College with varied backgrounds to determine if each question was easy to understand, understood as intended, and if the questions were clearly linked to the study's thesis statement and research questions (Suskie, 1996). In addition to the interview questions listed in the appendices, the university research supervisors regularly asked the research participants to expand upon key words and ideas contained within their responses. This led to rich dialogue, description, and data, particularly during the final group interviews.

For all participants, I created and maintained a case study database throughout the study containing interview and survey questions and responses, word tables, and

interview videos. This database was used to establish a clear chain of evidence so that any reader could follow the derivation of evidence from the thesis statement and research questions to the dissertation.

The following sections describe the interviews and survey. Specifically, two semi-structured (Leary, 1995; Robson, 1993; Suskie, 1996) recorded interviews (Appendices 5 & 6) at the beginning and end points of each academic year, and one online survey (Leary, 1995; Robson, 1993; Suskie, 1996) at the mid-point of each academic year (Appendix 7). Most of the interviews were conducted using Skype because of the need for the Tasmanian-based UTAS researchers to conduct them. Please see the section on ethical considerations later in this chapter (p.84) for more details.

Data Collection: The First Interview

The first interview (Appendix 5) was a one-to-one, semi-structured interview (Leary, 1995; Robson, 1993; Suskie, 1996) conducted via Skype. The one-to-one interview format was deliberately chosen so that each participant had the opportunity to accurately and comprehensively describe and discuss his or her own context and history without distraction from other participants. This was particularly important for the process of creating an individual research profile for each participant. This interview was focused on establishing what each participant already knew about coaching, his or her motivation for entering the coaching developmental pathway, and his or her expectations in terms of processes and outcomes. The interviewer, a university research supervisor, carried out the interview by asking each listed question in Appendix 5. Additionally, the interviewer asked each participant to expand upon key words and phrases that connected to the aims of the study and the focus of the interview. The interviewees did not receive the questions in advance so as to create a more natural dialogue that facilitated the semi-structured

interview format (Leary, 1995; Robson, 1993; Suskie, 1996).

Primarily, the first interview contained a mixture of descriptive and analytical questions to provide me with an analytical lens through which to view the data. The interviewees were told that the interview would last no longer than 45 minutes. Given the relatively small number of questions in the first interview, a 45-minute ceiling provided enough time for each participant to thoroughly explore and express his or her thoughts and for the interviewer to ask additional questions based on key words and phrases. The interviewer recorded, with permission from the participant, the interview audio and shared it via secure email with me. I then manually transcribed the audio interviews directly into a word table to facilitate the identification of patterns and themes across all responses once all interviews were transcribed.

Data Collection: The Online Survey

The online survey (Leary, 1995; Robson, 1993; Suskie, 1996) (Appendix 7) was created using Google Survey tools and was sent directly to participants via secure email at the half way point of Renaissance College's academic year. An individual, as opposed to a group, format was chosen because it was likely that each participant was at a different stage of the coaching series. This ensured that participants could not influence the thoughts and actions of each other before the conclusion of the coaching series. Given that the coaching developmental pathway requires a significant commitment in terms of time and energy, in conjunction with the research demands and other labour intensive tasks required of teachers, a survey format was also chosen to reduce the time and logistical burden on participants.

As with the first interview, the survey contained a mixture of descriptive and analytical questions (Leary, 1995; Robson, 1993; Suskie, 1996) to provide me with an

analytical lens through which to view the data. The participants were told that the survey would last no longer than 45 minutes. Given the number of questions in the survey and the fact that no additional questions could be asked using this format, a 45-minute ceiling provided enough time for each participant to thoroughly explore and express his or her thoughts. After all participants completed the online survey, I was then given access to the responses. I then proceeded to manually transfer the data directly into a word table to facilitate the identification of patterns and themes across all responses.

Data Collection: The Final Interview

The final interview (Appendix 6) followed a focus group format with three participants in a face to face setting at the end of the first academic year and two participants in a Skype setting at the end of the second academic year. The aim of this interview was to facilitate a rich discussion between the university research supervisors and the participants about their experiences as learners during their coaching series. Specifically, the interview questions were designed to draw out information regarding: the effectiveness of the tenets of client-centred theory, the effectiveness of the processes and structures contained within the coaching framework, the understanding that each participant has regarding the roles of the coach and learner in a coaching alliance, the degree to which coaching has met each participant's expectations and success criteria, and how the coaching developmental pathway might be improved.

The university research supervisor conducted the interview by asking the group each listed question in Appendix 6. Additionally, the interviewer asked each participant to expand upon key words and phrases that connected to the aims of the study and the focus of the interview. As the format was a group interview, the interviewer facilitated discussion between the participants by allowing each person time to think and respond to

each question, and to what he or she was hearing from the other participants. The interviewer also prompted the participants to speak when appropriate to ensure balanced input. All participants had just gone through a school year-long coaching series directly before the group interview, so each contributed a significant amount of information and the discussions were natural and productive. Participants regularly built upon each other's ideas. The participants did not receive the questions in advance to create a more spontaneous dialogue that facilitated the semi-structured interview format.

The group interview format was chosen so that each participant had the opportunity to accurately and comprehensively describe and discuss his or her experiences in conjunction with other participants. This process naturally facilitated discussion and gave participants the opportunity to listen to and develop each other's ideas further. This led to rich data that consisted of multiple perspectives (Baxter & Jack, 2008; Mariano, 1993). Primarily, the interviews contained a mixture of descriptive and analytical questions to provide me with an analytical lens through which to view the data. The participants were told that the interview would last for around 45 minutes. The interview lasted for around one hour due to additional questions from the interviewer and discussion between the participants.

I recorded, with permission from the participants, the interview video and audio but was not present during the interview due to ethical reasons discussed in the ethical considerations section of this chapter. I then manually transcribed the audio interview directly into a word table so as to facilitate the identification of patterns and themes across all responses. Throughout the study, all participants were given the opportunity to engage with the university research supervisors regarding any concerns or grievances.

An understanding of participants' experiences with person-centred coaching at

Renaissance College was derived from the analysis of data from multiple sources within and across cases. The sources of data were: one-to-one interviews, online surveys, and group interviews. These sources of data provided information that addressed the research questions.

Data Analysis

A thematic analysis framework was used to analyse both individual and cross-case data (Braun & Clarke, 2006). The framework consisted of six broad phases that supported the identification, analysis, and synthesis of the themes and patterns of meaning required to answer the research questions. The first phase directed me to read and reread the data to become familiar with the general content. This was then followed by coding phase, where I identified and tagged data that were connected to literature findings pertaining to person-centred development, self-directed learning, coaching, and client-centred theory in particular. During the third phase, I was required to search for themes and patterns that came directly from the coded data. Once I had discovered the themes and patterns, I was then directed to review them against the dataset to ensure validity, reliability, and relevance to the research questions. Phase five involved defining and labelling the themes through the detailed cross-case synthesis process outlined later in this chapter, Finally, I brought the themes and patterns of meaning together to create an analytic narrative in both the cross-case synthesis and conclusion chapters (see Appendix 8, Table 1 which shows thematic analysis categories and Appendix 9, Table 2 which shows significant patterns of meaning) (Braun & Clarke, 2006).

In this study, three cases were analysed in the first academic year and two in the second. Relative to the overarching multiple-case study structure, each case was viewed as a separate experiment in qualitative research terms and analysed individually at first

(Yin, 2009). The individual cases were analysed through a process of seeking data to answer the study's research questions (Baxter & Jack, 2008). Specifically, each participant's responses to the interview and survey questions were analysed using word tables to determine how and why, if at all, teachers benefit from the attitudes of client-centred theory and the person-centred coaching process. To inform this process, I looked for data pertaining to person-centred coaching structures and processes which teachers found most and least useful in facilitating self-directed learning, focusing on how and why the identified person-centred structures and process were or were not useful (Yin, 2008).

The findings from the individual cases analysis process were then collectively analysed through the process of cross-case synthesis (Yin, 2009). In general terms, the cross-case synthesis procedure involved organising the research participants' responses to interviews and surveys using word tables. The word tables in this study displayed the data from the interviews and survey using a uniform framework. This framework placed the participants' responses to each interview and survey question next to each other to directly facilitate the process of identifying response patterns and making connections across cases (Yin, 2009). When viewing the data during the cross-case synthesis phase, I analysed the information to see if any analytic generalisations could be made. In multiple-case study methodology, analytic generalisation is the process of drawing conclusions by expanding and generalising the established theory that underpins the study (Yin, 2009). In this coaching study, humanistic foundational theory and client-centred theory (Rogers, 1979) and the actualising tendency (Goldstein, 1963) were identified as the best matches for a theoretical foundation for person-centred coaching. I then applied replication logic, looking for the literal replication of results across two or

more case studies, to determine whether client-centred theory (Rogers, 1979) and the actualising tendency (Goldstein, 1963) were supported by the multiple-case study and whether any generalisations could be made.

The first source of data was the one-to-one interview. These interviews were conducted before the commencement of each participant's coaching series. The interview data were captured via audio recordings and manually transferred directly to word tables to assist the cross-case synthesis process. Specifically, a word table for each one-to-one interview question was constructed that listed the responses given by all participants. The responses were compared and analysed to identify patterns, direct further thinking and possibly inform analytic generalisations.

The second source of data was the online survey. These surveys were conducted at approximately the halfway point in each participant's coaching series. All survey information was manually transferred into word tables to assist the cross-case synthesis process. Specifically, a word table for each survey question was constructed that listed the responses given by all participants. The responses were compared and analysed to identify patterns, direct further thinking and possibly inform analytic generalisations.

The third source of data was the group interview. These interviews were conducted after the conclusion of each participant's coaching series. The interview data were captured via video and audio recordings and manually transferred directly to word tables to assist the cross-case synthesis process. Specifically, a word table for each group interview question was constructed that listed the responses given by all participants. As it was not uncommon in the group setting for participants to offer multiple responses to a question, a number was assigned to each participant's response to each question to

accurately track the flow of the discussion. The responses were compared and analysed to identify patterns, direct further thinking and possibly inform analytic generalisations.

Cross-case synthesis was used to compare the data for all units of analysis. In a multiple-case study, each case is treated as an independent piece of research, so cross-case synthesis is the process of clustering and then comparing the findings of each case (Yin, 2009). The aggregation of findings effectively formed a database of evidence for this study. To assist with this process, I, once again, used word tables to display the data in uniform categories. The data were specifically displayed in accordance with the questions for the interviews and the survey. Instead of waiting until all coaching series had been completed before beginning cross-case synthesis, I facilitated this process by creating word tables and analysing data within and across cases after every interview and survey.

To generalise in an analytic sense, I used the cases to expand upon client-centred theory (Rogers, 1951, 1979, 1980, 1989; Yin, 2009). Client-centred theory was identified as the theoretical foundation of person-centered coaching via the literature chapter in this study. In a multiple-case study, it is the aim of the researcher to seek out and identify cases that support the identified theoretical foundation. If two or more cases support the theory, then the researcher can begin to generalise in an analytic sense (Yin, 2009).

The process of cross-case synthesis is dependent upon argumentative interpretation and not enumerating frequencies. I made every effort to: attend to all data sources throughout the study, focus primarily on the participants' experiences of coaching throughout their coaching series, and use my understanding of and experiences with coaching as a coach, coach trainer, and learner to interpret data and engage in critical analysis and synthesis (Yin, 2009). Regarding my use of this expertise during this

case study, I referenced my own knowledge while, at the same time, being appropriately reflexive. Reflexivity is discussed in more detail in the following section of this chapter.

Ethical Considerations

I was the researcher and the primary school principal at Renaissance College, Hong Kong, thus there were issues of reflexivity and power. Reflexivity is the ongoing process of examining both oneself as researcher, and the research relationship by asking questions such as: “What do I know?” and “How do I know what I know?” (Harding, 1986, 1987, 1991; Hertz, 1997). Self-searching involves examining one's conceptual baggage, one's assumptions and preconceptions, and how these affect all research decisions. Reflecting on the research relationship involves examining one's relationship to the respondent and how the relationship dynamics affect responses to questions. I reflected upon the risk of participants responding to questions in line with perceived expectations. I also scrutinised how I interpreted findings, as well as the knowledge I produced. I was committed to a process of continually taking stock of my actions in general and my role in the research process in particular, and subjecting these to the same critical analysis as all other data in the study (Mason, 1996).

I made a commitment to being continuously reflexive throughout this study to ensure a high level of rigour. This involved scrutinising knowledge generation from the research process by identifying factors that affected the construction of understanding and analysing their influence on planning, actions, and the writing itself. I was willing to be critical of my role during this study and acknowledged the limitations of the knowledge that I produced (Finlay, 1998; Koch & Harrington, 1998; Rice & Ezzy, 1999).

In terms of this coaching study, I continually scrutinised and reflected on the following: I was the Renaissance College primary school principal, I was a trained coach,

I was a coach trainer, I entered this research with positive experiences of coaching from the perspectives of learner, coach, and coach trainer, I was committed to providing the most effective coaching experiences for teachers, and I was aware of who the participants were and they were aware that I knew of their involvement in the study.

It is important to mention that I also acted as the primary school professional development coordinator at Renaissance College during this study. This role involved planning, organising, and reflecting on professional learning with teachers on a regular basis. While the abovementioned role may not have entirely negated the fact that the principal-teacher relationship presented issues of reflexivity and power, it was noteworthy in that teachers expected me to engage with them throughout and at the end of the person-centred coaching process. Given that leading and managing the person-centred coaching pathway was part of my job role, I was removed from the interview processes. Of course, the reality is, that as the student researcher, it was necessary for me to view the data after the collection processes. The participants were aware of this, so my abovementioned professional development role did not fully negate my position as primary principal in the school and the effect that might have had on participants' responses.

To attempt mitigate some of the issues of potential positional power and conflict of interest to some degree, the following steps were included in the study processes:

a. The university research supervisors (Dr. Smith & Dr. Cooley) contacted all Renaissance College staff members as a means of recruitment (e-mail). Renaissance College staff members in turn emailed the university research supervisors to indicate interest in the project. I was blinded to all communication.

b. The university research supervisors randomly selected participants and informed participants of their selection, with me blinded to this process.
c. All correspondence regarding the study was handled by the university research supervisors.
d. Renaissance College staff members who consented to participate in the study were contacted by the university research supervisors and given the opportunity to discuss their involvement and any potential conflict of interest or dependency issues through email or Skype.
e. All interviews were conducted by university research supervisors.

While I attempted to ensure no staff member felt coerced into being involved in the study, I acknowledge that there may have been a sense of coercion felt by participants due to my roles in the school.

While research was carried out in Hong Kong, Renaissance College is an English language international school that implements an international curriculum. The school does not reflect local Hong Kong culture, and the teachers come from a variety of English speaking countries including: Australia, the U.K., New Zealand, Canada, and America. Within this context, no special cultural considerations were present. Additionally, on the information and consent forms a statement exists that informs participants of the researchers' commitments to respect cultural beliefs, customs and heritage and that participants may withdraw from the study without explanation if they feel these are compromised at any stage of the study.

This study was approved by the Human Research Ethics Committee (Tasmania) Network on the 29th of October, 2014 (Appendix 8). The chief investigator was listed as the contact for all enquiries regarding the ethical conduct of this study. Mechanisms for

monitoring included: regular reports from the chief researchers, reports from the director of the school, a review of adverse event reports, and an inspection of the research sites, data, and consent documentation. At regular periods (annually), a report to the relevant review body was submitted. This included information on: progress to date outcomes in the case of completed research, maintenance and security of records, compliance with the approved proposal, and compliance with any conditions of approval.

Summary

In terms of the research philosophy, this coaching study was conducted within the paradigm of interpretivism (Cousin, 2005; Elliott & Lukes, 2008). The philosophical lens of interpretivism was chosen for this study due to the participants' values not being able to be separated in the naturalistic school context in which the person-centred coaching pathway resided.

Case study methodology (Yin, 2009) was chosen for this study as it uses multiple sources of evidence to facilitate a continuous process of data convergence which leads to a rich set of valid and reliable data. The rich data are required to: answer the how and why research questions, understand coaching within an authentic school context, and provide clarity where blurred lines exist between coaching and its context.

Semi-structure interviews and surveys (Leary, 1995; Robson, 1993; Suskie, 1996) were used to collect data in this research project. As data were collected continuously throughout the two-year study, I used word tables to display the data (Yin, 2008). This uniform framework facilitated the identification and analysis of patterns and themes. This evidence was used to answer the research questions and establish if client-centred theory was supported by multiple cases using cross-case synthesis and analytic generalisation processes (Baxter & Jack, 2008; Yin, 2008).

Throughout the study, I was focused on being reflexive because of my roles as a student researcher in this study and primary principal at Renaissance College (Harding, 1986, 1987, 1991; Hertz, 1997). Specifically, I continually reflected upon and scrutinised how I interpreted the findings, as well as the knowledge I produced and attempted to mitigate potential positional power issues by asking university research supervisors to handle the recruitment process and conduct all interviews and surveys.

CHAPTER 4

An Introduction to the Findings Chapters

General Case Study Context

Each year, primary school teachers at Renaissance College have the option of participating in person-centred coaching as one of five formalised developmental pathways. Person-centred coaching methodology is non-directive and underpinned by Roger's (1979) client-centred theory. Participants are selected by school leaders into the person-centred coaching programme based on the school's capacity to supply trained coaches to meet demand. At present, no teachers have ever been refused a place in the coaching pathway. The programme in this study involved teachers being coached by a fully qualified person-centred coach, trained and certified by Culture at Work U.K., for a minimum of 6-8 sessions throughout the school year. All coaches used the GROW (Goal, Reality, Options, Will) model to raise clients' self-awareness, facilitate goal setting, aid in the discovery of reality, brainstorm options, and move towards a commitment to action (Wilson, 2014).

Each participant's findings chapter is divided into three distinct sections: pre-coaching, intra-coaching, and post-coaching for the purpose of reflecting the uniform, time-bound nature (across all cases) of the study and as a consistent framework for presenting the data. Within each section, each participant's raw data are shared using an identical approach. Specifically, all direct participants' quotes of 40 words or more are italicised and indented left 0.5, and all direct participants' quotes of less than 40 words are italicised and contained within "inverted commas". Paraphrasing of the participants' narratives is written using the standard APA formatting used throughout the dissertation. It is important to note here that the cross-case synthesis chapter, and not the findings

chapters, was used to identify, analyse, and discuss frequent, meaningful, and relevant themes across all cases. Additionally, this study's analytic generalisations are presented and discussed only in the cross-case synthesis and conclusion chapters.

Participants' Backgrounds

Adrian was a participant in the first year of this two-year coaching study. Adrian is an experienced upper primary generalist teacher and team leader at Renaissance College. Although Adrian was not born in Hong Kong, she has spent a significant amount of her teaching career in Hong Kong and at Renaissance College. Adrian entered the coaching developmental pathway with experience as a learner and had just completed a three-day intensive coaching course as part of the coaching accreditation process at Renaissance College. This led to Adrian entering this study with foundation knowledge of the coaching processes and structures used at Renaissance College. Adrian expressed satisfaction with her previous coaching experiences, and she stated that she was looking forward to the dedicated reflection time that the coaching process provided her in the past. Adrian did not request to work with a specific coach.

Bobbie, an experienced upper primary generalist teacher at Renaissance College, was a participant in the first year of this two-year coaching study. Bobbie spent a significant amount of her teaching career in Hong Kong and worked at Renaissance College for a period of three and a half years. Bobbie entered the coaching developmental pathway because she felt motivated to contribute to this study and because she was looking for an individual and personalised professional development experience. At the beginning of this study, Bobbie had no experience as a learner or coach. She did, however, become an accredited coach at Renaissance College after participating in this research. Bobbie requested to work with a specific coach.

Cameron was a participant in the first year of this two-year coaching study. Cameron is an experienced primary music teacher at Renaissance College. Cameron was not born in Hong Kong but has spent a significant part of his teaching career in Hong Kong and at Renaissance College. Cameron entered the developmental coaching pathway with some foundation knowledge of coaching from a previous introductory course and experience as a learner. Cameron expressed an explicit interest in learning more about coaching so that he could eventually integrate it into his teaching methodology. Cameron became an accredited coach after participating in this study. Cameron did not request to work with a specific coach.

Daryl was a participant in the second year of this two-year coaching study. Daryl is an experienced primary physical education teacher. Daryl has spent a significant part of her career working outside of her country of birth and was not born in Hong Kong. Daryl entered the coaching developmental pathway with a basic understanding of the coaching framework. Daryl's understanding came via a leadership course and from previous experience being coached. Daryl also became an accredited coach in the latter part of 2015. Daryl expressed her satisfaction with the personalised nature of her previous experiences with coaching and stated that this was a major factor in choosing this pathway again. Daryl requested to work with a specific coach.

Easton was a participant in the second year of this two-year coaching study. Easton is an experienced middle primary generalist and team leader at Renaissance College. Easton was not born in Hong Kong but has spent a significant part of her teaching career in Hong Kong and at Renaissance College. Easton entered the coaching developmental pathway with an established understanding of the coaching processes and structures through her experiences as an accredited coach and learner and the insights into coaching that she

gained while obtaining her Master's Degree in counselling. Easton shared that she hoped to be effectively supported in moving forward with her goals during the coaching process and felt that the coaching developmental pathway was primarily focused on supporting teachers with the formation of and progress towards professional, rather than personal, goals. Easton did not request to work with a specific coach.

CHAPTER 5

Findings - Adrian

Pre-Coaching

Adrian came into the coaching pathway at Renaissance College with an understanding of the key tenets of coaching, as well as knowledge of the GROW model and other strategies and tools associated with coaching. Her existing insight into coaching was derived mainly from her experiences as a learner and a coach. Adrian also possessed an appreciation of coaching as a process that affords learners dedicated time to think about and reflect on goals and establish a pathway for success. In terms of expectations and success, she felt that the onus was on her to get the most out of the coaching process. Specifically, Adrian expressed that coaching would either provide her with a pathway to goal attainment or an opportunity to identify that her goals are not appropriate. Regardless of which outcome transpired, Adrian would view the process as useful and valuable. She saw the coaching journey ahead as one that would provide her with the time and space needed to establish what is most important in her life at present and how she might progress towards those goals. Finally, Adrian saw the coaching pathway as an opportunity to improve her own coaching practice through the process of reflection and the chance to provide the coach with feedback.

Intra-Coaching

At approximately the mid-point of her coaching series, Adrian specifically mentioned the option to set relevant goals, a focus on action, a focus on the future, the coach as a guide, and the use of questions as features of the coaching process that resonated with her.

> *It allows me to identify goals that are relevant and important to me at around the time of meeting, share ideas and look at ways to move forward through the guidance of the coach, particularly through his or her questioning.*

When asked about the effectiveness of these coaching processes and structures, Adrian responded by stating that they were *"highly effective"*. She also highlighted the value of having dedicated time to consider and reflect upon her goals and actions.

> *It allows me time to think through and look at options to move forward from where I am with my goals. It also makes me aware of the thinking/actions that have already been taking place. It gives me time to think through them in detail, which is reassuring.*

Adrian specifically touched on the "What is next?" section of the GROW model by stating that the coaching process guided her to a point of committing to and feeling responsible for the completion of explicit goal related actions and that this was because of high levels of energy and motivation. *"It also makes me commit to being responsible for moving forward towards my goals, as I leave enthused and ready to take action."*

To achieve success in coaching, Adrian believed that the learner should enter the coaching series with a clear understanding of the coaching process and, specifically, the role of the coach. *"I believe that the learner should not expect the coach to have the answers"*. She indicated that learners should be aware of and be willing to fulfil their responsibilities in the working alliance with the coach by being flexible regarding scheduling, maintaining open-mindedness and honesty when brainstorming and reflecting, and committing to action and remaining accountable to those commitments.

Regarding coaches' required responsibilities in the coaching alliance, Adrian listed some key criteria.

> *Develop a good rapport with the learner so that they feel safe and comfortable with sharing their ideas and thoughts. Flexibility with organising and meeting times that suit both the coach/learner. Coach to be an active listener. Push further with questioning to gain a better understanding of the learner's goal/s. Uses the GROW model for developing open ended questions to guide the learner.*

She added that her coach had successfully met all of these criteria.

Adrian then commented on her own progress and satisfaction with the coaching model up until this point, expressing that she was on track to meet the success criteria she established with her coach at the beginning of the coaching series. She expanded upon her reflection by sharing she was very satisfied with the coaching process up until the series midpoint because she was afforded the time to think about her progress in terms of goal achievement, as well as options for action.

> *I have had time to sit and think through where I am up to in working towards reaching these goals. It has also allowed me time to think about options that are realistic and achievable in small to larger timeframes. I have really enjoyed the opportunity of being involved in the person-centred coaching as it allows me time to stop and reflect on things that are important to me.*

The dedicated time for reflection provided by coaching has been a significant and recurring theme for Adrian up until this point. She also stated there were no hurdles preventing her from getting the most out of her person-centred coaching series. This answer is very much aligned with her previous responses, in that she has consistently expressed a high level of satisfaction with her coach, the coaching framework, and the resulting benefits for her.

Adrian continued to reflect on her relationship with her coach and stated that the coaching experience will be different for each learner depending on the assigned coach. She highlighted that all coaches at Renaissance College have received the same training and use the same framework, nonetheless, each coach will invariably develop his or her own style that will shape and impact the coaching relationship in some way. *"The realisation that it will look different depending on the coach you have e.g. where to meet, when to meet, how they question and record/share responses even though everyone has received the same training".* Adrian added that the coaching outcome is ultimately up to her, regardless of her coach's coaching style. *"Even though the process may be different, the final outcome is up to me".*

Post-Coaching

In alignment with her previous statements regarding coaching and reflection time, Adrian began the group discussion by sharing the benefits of having dedicated time to stop and reflect on her life.

> *I find that it's really beneficial for me in that it gives me that time to just pause, stop and reflect on where I am. Whether my goal has been set as a team goal or a personal goal. It gives me that time within the week to just stop, reflect and gather my thoughts and think about where I'm heading to next because I find that with everyday life I'm just so busy. I'm busy at work, I'm busy at home and finding that time to stop and think is really challenging.*

The interviewer then asked Adrian to clarify what she meant by the word *"stop".* She responded by defining the word *"stop"* in the context of coaching as the process of putting everything else in her life temporarily to one side and focusing only on where she is, what is important to her moving forwards, and how she might get there.

> *Stop everything and that's my focus. I'm not going to be distracted by kids in the classroom, colleagues, or at home with other people. I'm not going to have other thoughts in my mind because at that time I'm totally committed to or focused on what I'm doing. I'm committing this 40 minutes in my week to focus on that now, and I really like that.*

Adrian also highlighted the fact that this dedicated reflection time through coaching came without judgement from the coach.

> *So, having personalised time for coaching allows me to have the opportunity to think about where it is I want to go and how I'm going to get there. Without any judgment. It's just thinking about the things in my head, just sharing them and going for it.*

This theme of a committed time for reflection that the coaching framework and process provides is a recurring one for Adrian. Based on her responses throughout the research study up until this point, it is clear she values this dedicated reflection time highly because of the benefits that she has shared.

When asked about the GROW model, Adrian stated that, while the GROW model has distinct sections that coaches and learners work through collaboratively during the coaching process, it is also very flexible to meet learners' needs when their thinking and situations change.

> *I think that that's true what Bobbie is saying because as a coach you don't say that we're moving from here to here because when you follow the GROW model, you can move in and out of any of those areas of the model depending on where the person you're coaching is going with his or her goals. If they need to go back and reset goals, you would go back to the G and the R sections.*

She also explained that the flexibility in the GROW model is needed as part of the coaching framework because it facilitates meaningful goal setting, a clear path of progression, and commitment to action.

> *Looking at the options and then you might be going in and out of reality, so it's not until you come towards the end that you actually get to that W. That you start to pull it all together and to finalise. It moves in and out. You don't just go G-R-O-W, it will flip in and out of those.*

Adrian reinforced her case for flexible use of the GROW model when she stated that learners have ownership of their learning.

> *The coach is guiding us with the questions, but the learning is definitely coming from learners and where their thinking is. Like Cameron said before, when you get to that part of options it does make you start looking at what are some other things that I can start looking at or haven't had time to think about and just gets you thinking about them. So, then you can go back to the reality questions and say, o.k., well, what can I really strictly do in the time that I've got or in my role? You could reset goals or you change them a little bit.*

As part of the discussion regarding the participants' experiences with the steps of the GROW model, Adrian stated the coaching process allows for dedicated time to celebrate growth and development. She connected with her repeated statements about the value of dedicated time to set goals and reflect on actions and progress by saying that teachers and year level leaders do not take the time to reflect on and celebrate progress. Adrian felt that taking the time to do this in a coaching context promotes a genuine sense of achievement, as well as an increase in motivation for future endeavours.

> *It also allowed you, in the role of teacher or year level leader, to have time to celebrate too. I think as teachers, and probably in general, we don't ever take time to stop and think that was awesome, but to take time to say that was actually really good is really valuable. To think that did work, to say it out loud, to hear it and for somebody else to say to you, were you expecting that sort of outcome from it? You go, no, not really, but it was pretty good. I hadn't thought of that option but this pathway allowed me to get there which is really important to do because it does motivate you to want to do more or to make more changes and to really refocus where you're headed.*

Adrian then stated that coaching is effective because learners *"buy in"* to the process because their goals come from them and not from the school leadership team.

> *It comes from us. It's something that we've chosen that's going to help us as educators or help us get better personally. Whatever our goals are. It's not somebody else saying here is this year's strategic plan and you have to go and do something focused on this. They are goals that are deliberately chosen and developed during the coaching series by learners. They are also positively framed and strengths-based in nature and may connect with strengths that others have in the school. They pull on the strengths of others, so we should be aware of other people in the school who actually have those strengths and resources because sometimes, especially in a big school, you're not very aware of what everybody else has to offer, so it's a good way to get know what others have to offer too.*

She highlighted that this ownership is authentic because coaching is an option for teachers at Renaissance College.

> *In the past, we went through a process because we had to when that was in place, but following this model, where coaching is an option, it allows people the opportunity to focus their goals on what they want to improve on educationally, to develop themselves as teachers, or develop in an area they see in the school that needs to be looked at and refocused. They can work with their strengths.*

In addition to the benefits that occur as a direct result of coaching sessions, Adrian stated that coaching may promote a sense of sharing and teamwork amongst colleagues. This is because goals and actions may link to learners' roles in teams and, at Renaissance College, collaborative planning is an integral and formalised process.

> *It also feeds back to who you're working with, like in your teams, like who you're working with. Your ideas when it comes to planning, like when you're doing your maths planning or sharing. For example, Bobbie is not just planning and keeping things to herself, she's sharing with six other people and then the students as well. So, it reaches out further than just being an individual goal. It may reach everybody within a team working together.*

Next, Adrian shared that the coaching model at Renaissance College allows for teachers to set and focus on both professional and personal goals. Specifically, she stated *"....and it can be either a work goal or it can be a personal goal. Either/or, it's just what you feel like focusing on."*.

When asked about negative emotions linked to the coaching process, Adrian shared that she had no negative feelings directly linked to the person-centred coaching process itself, nonetheless, she did state that prioritising coaching sessions could present a challenge at times.

> *The struggle or the challenge with it is that you go, I've got to go and do it, and I don't have time". Adrian then went on to say that this challenge was clearly offset by the benefits and the positive way that the coaching process makes you feel.*
>
> *"But it was great having the time. It was one of those things that you go, I don't want to go and do it, but when you go you say, that was really good. You feel refreshed, you feel better. Your head's clearer. It's totally like exercise.*

Adrian then shared her understanding of the role of the learner in person-centred coaching. saying that learners need to be willing to commit to action for the coaching process to be successful. She then expanded upon that statement by sharing that, while it was reasonable for coaches to expect learners to commit to specific actions at the end of transitional coaching sessions, they would not judge learners if they didn't carry out what they had committed to. *"But you weren't ever going to be judged if you didn't"*. Adrian explained that coaches would utilise the coaching framework and coaching methodology to support learners in reflecting upon commitment and progress, but, at the same time, they would maintain a positively framed and future-focused experience by avoiding the use of questions that could be interpreted by learners as judgmental or leading.

> *Just say you said, right, next week I'm going to do this and you didn't do it but you turned up to the next meeting and said I didn't get around to doing that, for whatever the reason is, then the whole conversation would be around, well what was stopping you from doing that last week and where do you want to go to next? So, it's not why didn't you do it? It's always a positive experience.*

Adrian then stated that, as a learner, she didn't feel under pressure or threatened during her coaching series because she had complete ownership of the content and because her

coach's use of the coaching framework afforded her ample flexibility to make changes as needed.

> *Yes, no pressure, you don't feel threatened at all as a learner going in because you know it's you and what you want to get out of those sessions. I think, like Bobbie, I just turned up and went I don't know what I'm going to talk about today really. I'll know that I'll reflect on some things and I might continue with goals, but I might change halfway through and go actually this week, because I've got certain demands, I want to focus on something else. I would change quite often regarding processes and actions.*

This data suggest that she felt very much in control during the coaching process.

In connection to the role of learners' during the coaching series, Adrian highlighted that being in full control of the content as a learner also means taking an active role in the coaching process by being willing to explore your thoughts. *"You had to be willing to come up with your own ideas and not be reliant on the coach to say have you tried this or what about this. You had to be thinking, switched on, and ready to go".* She explained that the reason for doing this was to identify paths of progression that were previously unseen. *"Because you might go in a totally different direction that you hadn't thought of before and say, I'm going to give it a shot".*

Regarding the role of the coach, Adrian began by stating that coaches provide learners with time and space to explore their thoughts and consider their responses to coaches' questions.

> *I think a key thing for a coach is allowing time for people to answer questions. As a learner, you sometimes sit there and you actually have to either think it through or you are talking through a whole lot of stuff until you get to where you think you*

> *need to get to. But giving people time to just think, whether they're just silent or talking.*

Her comments directly connect with those that she made in response to the interviewer's query regarding the role of the learner. Specifically, the points that Adrian made about learners having ample time and opportunity to reflect on their thoughts and discovering paths of progression that they didn't identify or fully consider in the past.

Additionally, Adrian stated that it was vital for coaches to get to know learners and how they operate within the coaching framework and series to increase the chance of success.

> *When they do coaching well, they know their learners properly and have good relationships with them. That is crucial. You do need to get to know them well over time so you will learn who they are and strategies for dealing with their personalities. So, are they someone who's going to talk, talk, talk or someone who needs time to think it through?*

Regarding the active component of the working alliance that is driven by coaches, Adrian described it as guidance.

> *Definitely guiding, guiding you through because they're coming back to the questions that they used and referring to your goals. It was giving you and allowing you the time to come back and think about what was it that you wanted to do. So, it was guiding you through the open questions and giving you time to think and come up with your answers to help take you towards your goals.*

She expanded upon her thoughts regarding guidance and the importance of coaches allowing learners silence to think and reflect by sharing some personal reflections and

stating that guidance on the part of the coach directly supports complete ownership of the content by the learner.

> *In my role, I saw the potential of how being coached and using coaching could definitely work in any role as a teacher, but also in general and in life. That's why I applied to do the coaching course which was amazing, and it's so good because as a parent at home to just bring down the stress levels of things through coaching your children through different things that they're going through. I also found it really beneficial when we were working in class, and the students were setting their goals for the beginning of the year. So, rather than me saying you need to have a goal in this, it was well, what are the goals that you would like to have this year and why do you want those goals? So, again, it was guiding them through to come up with goals and actions. It was coming truly from them and they had the evidence to support why they needed to work towards whatever that goal was. I think even dealing with your teams and appreciating how silence is important because I like to talk but appreciate that some people don't and need that silence. I just think that you can use it anywhere and everywhere.*

Next, Adrian discussed success criteria in the context of the small actions that she committed to at the end of each transitional coaching session, highlighting the fact that, for her, breaking down her larger goal into stepping stones throughout the coaching process supported her developmental path towards goal attainment.

> *You had your criteria or your little checklist of things that you were getting through each week, although you had a big goal that you set at the beginning. It's those little stepping stones along the way that bring you success and that keep driving you forwards. So, having those little steps of success definitely helps you*

> *get to that big goal at the end. You see it within your classroom and within your teams with the way that people are working around you and with you.*

Adrian referred to success in coaching terms as learners acknowledging their accomplishments and how they have helped themselves and, perhaps, others.

> *You have success. You have a sense of what you have accomplished in relation to what you set out to achieve. It's helped you as a person but it may have also helped the people that you're working in some way. So, it's not just for you. It's for other people as well.*

She clarified and expanded on her comments regarding how learners' successes might affect others by stating that the sense of accomplishment is felt specifically by learners, nonetheless, actions that learners have carried out because of the coaching process may have positively influenced others.

> *It's more that you feel successful yourself because others don't necessarily know that you've set it as a goal, right? However, if you see that your actions have benefitted someone and they have gone off and it's helping them do something in the classroom, then you have that sense of that was good that I did that because it has helped someone.*

Next, Adrian discussed how coaches facilitate feedback and celebration by using the GROW model and adhering to the principles of person-centred coaching. She explained that coaches take regular time within the coaching series to ask learners to reflect upon their progress, the coaching process, and coach effectiveness.

> *It's an acknowledgement. When you go through and talk about how you got to reach your goal, it's like your debrief. It's amazing the things that you were able to get through in that time. A coach may ask: When we started this process, would*

> *you have thought that your level of achievement was possible? Coaches will also ask for reflection on their roles regarding their effectiveness. So, it allows learners to help coaches which is important for them. It was to acknowledge that something that had come from the coaching process had helped me.*

Adrian also shared that regular reflection throughout and at the end of a coaching series invariably leads to a sense of accomplishment for learners because it highlights the cumulative effect of small actions over time. *"When you go back and retrace what has happened and what you've actually done then you realise just how much you've really achieved. For me, it's invariably exceeded my expectations".*

In terms of extrinsic versus intrinsic motivation, Adrian stated that she was extrinsically motivated at the beginning of the coaching series because she was aware of the potential benefits through her own experiences and was curious to discover the rewards that a full series might provide. *"It definitely is extrinsic for that first session. It's that curiosity. After being a part of it, you can see the rewards, and it gets you to buy in straight away".* Additionally, she shared that it was a very natural process to take the elements of coaching that had been successful for her and apply them in contexts where she was supporting the growth and development of others.

> *I think, like Bobbie said, you naturally start to use components of it because what you experienced helped you and because it's a natural thing, particularly for teachers to do. If you've had success with something, then you might try to emulate that with others to see if it will work for them. So, I think that you naturally trial different ways of being able to approach it. Like going home and trying it on your children or your husband, things like that. Colleagues at work or the students, you see an opportunity and embrace it like we did in year six using*

> *the GROW model for the Primary Years Programme Exhibition this year. Because a few teachers have had exposure to coaching, we have had really positive feedback. People have said that it has really helped us with guiding instead of telling the children.*

While Adrian didn't specifically state that her motivation had shifted from extrinsic to intrinsic regarding person-centred coaching, it can be inferred because her reflection suggests that she used coaching primarily because of the benefits that the process, itself, provided her and others in terms of supporting development, not because of specific outcomes that have been achieved via coaching. Again, this is reflected in the following comments.

> *I had the opportunity this year of being able to use coaching with our two educational assistants. It was interesting because they are used to being directed. So, to coach them was a challenge sometimes, but they really enjoyed having the opportunity to just sit and go through things.*

In terms of weaknesses of the coaching programme, Adrian began by referring to the challenge of scheduling coaching sessions within school hours. She stated that the busy nature of teachers' schedules may lead to learners entering coaching sessions with a less than positive frame of mind. *"The timetabling, perhaps? Trying to fit it into a school day. A busy teacher might go into coaching with the wrong mind set".* Adrian immediately countered this comment by sharing that her coach had always been very flexible when requested to reschedule sessions.

> *The coach might pick up on that frustration and ask to reschedule etc. I had times when I said, I'm too busy can we reschedule? There was no pressure from the*

coach. It was totally up to you as a learner to make changes if coaching wasn't fitting in to your schedule.

Adrian then continued the discussion by raising a question regarding the relationship between the coach and the learner. She stated that her two previous coaches at Renaissance College were colleagues that she knows quite well and feels comfortable with, so she was curious to know whether the essential working alliance between coaches and learners could be developed as effectively between those that do not have a pre-established relationship.

I assume that it would be hard at first if the coach and learner didn't know one another. I assume that it still works. Within the school context, the two people that I've worked with - we know each other well. It was a very comfortable situation. It could be a challenge to match up coaches and learners. You might not be as open if you have a personal goal and don't have that relationship already established.

The interviewer responded by asking whether Renaissance College could overcome this challenge by training more internal coaches. Adrian stated that this is already happening. *"We are having more people trained which allows for more match options".*

As her final comments, Adrian shared that, in general, coaching has been a positive initiative at Renaissance College and that it has led to colleagues learning more about each other across the whole school.

I've seen it as a really positive way forward for our school and for better understanding people that we're working with. It's not just in primary. It's starting to build across into secondary. Working with secondary colleagues in

coaching could be beneficial. There could be a chance to go cross-college with coaching.

Case Summary

The following paragraphs identify, analyse, and discuss themes and patterns that arose during this case. These patterns and themes are also analysed and discussed in relation to the entire study in the cross-case synthesis chapter.

Coaching Success

The first theme that clearly arose during the analysis of Adrian's case was that Adrian's coaching success, in terms of her progress and her positive experiences during the coaching series, is connected with the trustful working alliance that Adrian and her coach established collaboratively. Adrian repeatedly referred to the tenets of client-centred theory (Rogers 1951, 1979, 1980, 1989), both directly and indirectly, when she described and discussed her coaching relationship. Specifically, Adrian emphasised the non-judgmental nature of the working alliance, as well the ability of her coach to promote and guide empathic understanding through questions, the provision of ample time to think, and the flexible use of the GROW model. Adrian indicated that her coach was very genuine (expressing congruence), however, she also stated that she knew her coach well so this may have contributed to that impression. Adrian also discussed how having an established relationship with somebody may lead to an enhanced coaching alliance and experience, nonetheless, the client-centred theory explicitly states that, regardless of pre-established relationships, the attitudes of congruence, unconditional positive regard, and empathic understanding must be expressed by the coach consistently throughout the coaching process for it to be successful. In Adrian's case, the data strongly support the

statement that her coach effectively expressed the attitudes of client-centred theory throughout her entire coaching series (Rogers 1951, 1979, 1980, 1989).

The Coach

From Adrian's data, the following points pertain to the coaching relationship. Adrian's coach guided Adrian through questions to: set goals, identify resources, help Adrian learn from what she already knew, help Adrian understand herself better, and help Adrian move forwards with actions. Her coach used active listening, helped Adrian to find her own path of progress, helped Adrian to identify and consider multiple perspectives, and used questions to help Adrian to consider and move in different directions. Adrian's coach did not judge Adrian, and she helped Adrian to bring out what Adrian already had inside of her in terms of existing knowledge, skills, and resources. Adrian's coach developed rapport with Adrian which created a safe and comfortable environment, and she picked up on and reflected back Adrian's emotive verbal and non-verbal communication and gave Adrian ample time to think.

The Learner

Adrian as the learner: was committed to being honest, exploring and following passions, communicating clearly, being open minded and flexible, setting goals, and improving herself. She was committed to the process and followed up on actions, took full ownership of her goals, and did not expect her coach to have the answers.

In connection to Adrian's comments regarding the potential positive or negative impact of a pre-existing relationship between a coach and learner, all volunteer learners at Renaissance College are given the option to express a strong preference for coaches that they would like to work with. No guarantees regarding pairings are given, nonetheless, strong preferences for coaches are taken into consideration during the

matching process. At this juncture, it is important to note that, while Adrian's perspective regarding her positive experiences working with coaches that she knows well is legitimate and may echo the sentiments of her colleagues, there is research to suggest that there are also advantages in using external coaches that aren't part of the organisation and generally do not have pre-established relationships with those that they coach. This research is discussed in chapter two.

Self-Directed Learning

As repeatedly expressed by Adrian in the interviews and survey and as observed throughout the recorded coaching sessions, Adrian invariably had and retained ownership of the content and learning during her coaching series. Specifically, Adrian referred to her goals and actions as belonging to her, and she believed that success in coaching for learners is visible and measurable personal learning, as opposed to just goal attainment. For many coaches, the main purpose of coaching is to raise learners' self-awareness through questions and the coaching framework (Wilson, 2014). In terms of the client-centred theory, this is the attitude of empathic understanding (Rogers 1951, 1979, 1980, 1989). Adrian's repeated references to the value and benefit of personal learning suggests that her coach was successful in raising her self-awareness through the expression of the client-centred attitude of empathic understanding (Rogers 1951, 1979, 1980, 1989). The multiple references that Adrian made to her ownership of the content throughout the coaching series also suggests that Adrian was involved in a non-directive process that directly supports self-directed learning and self-initiated change.

The GROW Model

Coaches raise learners' self-awareness and express the attitude of empathic understanding through questions and a structured coaching model (Rogers 1951, 1979,

1980, 1989; Wilson, 2014). Adrian's case data that support the presence of empathic understanding in her coaching alliance also contains multiple references to the use of the GROW model throughout the coaching series. In accordance with Adrian's case data, the GROW model could be described as an explicit, flexible, and seamless framework that is used by coaches to support the development of learners' self-awareness. Specifically, Adrian's case data suggest that her coach's use of the GROW model facilitated goal identification, goal prioritisation, and the articulation of challenging and meaningful goals that supported personalised learning. The GROW model was used as a process to: create success criteria, inquire into current reality, and explore options, resources, and actions. Additionally, the GROW model was used to promote and facilitate meaning-focused reflection, chunk goals into manageable next steps, and highlight Adrian's learning and achievement. In summary, the data suggest that Adrian's coach used the GROW model to systematically and effectively reduce any feelings of ambivalence that Adrian might have had towards possible goal areas and facilitate behavioural change.

Flexible Scheduling

The need to have flexible scheduling arose during the group interview at the end of year one. Adrian connected flexible scheduling with motivation, stating that allowing learners to reschedule when needed would increase their chance of entering the coaching session with high motivation and a growth mind set.

Collaborative Learning Culture

Adrian's data suggest that coaching may be promoting a collaborative learning culture at Renaissance College. This is connected to the use of the GROW model by Adrian's coach to facilitate reflection, support Adrian in garnering different perspectives from others, and collaborative initiatives that may come about as a direct result of

Adrian's actions. The fact that Renaissance College's senior leaders develop and use internal coaches may also contribute to this, as staff members are working together to support each other's learning by design.

CHAPTER 6

Findings - Bobbie

Pre-Coaching

Bobbie came into the coaching pathway at Renaissance College with only a basic understanding of the key tenets of coaching. Her existing insight into coaching was derived mainly from the information that she had gleaned from the primary principal when he had promoted and informed teachers of the coaching developmental pathway option. Bobbie chose to get involved in coaching because she was looking for a more personalised developmental intervention and because she values research and wanted to support this study. In terms of expectations and success, Bobbie felt that the onus was on her to get the most out of the coaching process. Specifically, she expressed that she hoped that coaching would provide her with clarity in terms of her goals and actions and a pathway to goal attainment. Bobbie stated that she believed that the answers to the challenges she faced were already inside of her and that coaching might help to bring them into the realm of her own self-awareness.

Intra-Coaching

To begin with, Bobbie described her experiences with the person-centred coaching pathway up until this point. Bobbie shared that, after four coaching sessions, she had identified and articulated goals and implemented actions that had led to the completion of two of her goals.

> *After the initial session on what areas of my life I have goals in, I have managed to implement things that have allowed me to meet two major ones. I have had four sessions and have come away from each one with small commitments that have helped me to meet my goals.*

A point of note here is that Bobbie explicitly states that she has left each coaching session with small actions or steps that have led to success in terms of goal progress and attainment. This is significant because the GROW model is designed to support learners in setting major goals and then breaking them down into manageable stepping stones. The learner then brainstorms and commits to actions that will help him or her in reaching the upcoming stepping stone, rather than trying to establish a plan that aims to achieve significant and sustained change all at once or within a short period of time.

Next, Bobbie described the processes and structures contained within a typical coaching session. Bobbie listed: the opportunity to reflect on actions from the previous coaching session, the brainstorming of ideas, and the use of visual models, and she reiterated the point that she made in the previous paragraph about leaving each session with small actions aimed to support her in reaching the next stepping stone. *"Check in from last time, a discussion or brainstorm about what is next, using different graphic organisers or way to record my thoughts, then leaving with small commitments to work on once the session is over".* Bobbie then expanded upon her previous response by sharing her understanding of the purposes of coaching processes and structures, stating that the coaching structures and processes are designed to assist her in exploring her thoughts and planning a pathway of action to take her towards her goals. *"They make me aware of my own thinking about my needs, allow me to organise that thinking and then take the steps to meet goals or find solutions to problems".* Bobbie's answer to this question is significant because it is aligned with two of the core aims of coaching: to raise the self-awareness of learners and to support learners in moving forwards towards focused and meaningful goals.

Bobbie then expressed her satisfaction with the coaching processes and structures by calling them *"very effective"*. She explained that the reason for their effectiveness is because they are designed to support her in finding her own goals, ideas, and actions. *"Because it is all my own ideas, and I am working towards helping myself with my own personal goals. The processes and structures are giving me the scaffolding to work it out myself"*. Bobbie's responses are, again, significant within the context of this coaching study because person-centred coaching is offered at Renaissance College as a highly personalised developmental pathway in which all content belongs to learners throughout the duration of the coaching series. Her answers highlight this personal aspect in a clear and focused manner. In terms of the psychological theory underpinning this research, the client-centred theory, Bobbie's answers are important because they support the theory's core principle that humans will invariably move towards optimal functioning if the attitudes of congruence, unconditional positive regards, and empathic understanding are consistently expressed by therapists and coaches (Rogers 1951, 1961, 1980,1989).

Next, Bobbie shared her understanding of the roles of the coach and learner in the person-centred coaching process. Regarding the learner, she stated that there is a commitment to fulfilling goals via active involvement in the coaching series. *"To meet my own goals by committing to the process"*. In terms of the coach, Bobbie was just as focused and succinct in her answer when she shared that coaches guide learners in their goal focused planning and development. *"To give me strategies to find the answers and to guide me to what my own particular goals are"*.

Regarding success and the role of the learner, Bobbie's previously shared desire to do her utmost to derive value from the coaching process was reflected in her response.

She stated that

> *Learners should play an active role in the working alliance, endeavour to understand the coaching framework, and follow up on the next steps from each session. It's important to relate to the coach, to understand the process and to follow up on the commitments set each session.*

Given that person-centred coaching is designed to be a collaborative process and that success is reliant on learners actively offering input and interpreting the attitudes expressed by coaches, then the correlation between Bobbie's satisfaction with the effectiveness of the coaching processes and structures and her diligent engagement in the coaching series is to be expected.

In terms of what coaches need to do when they are coaching to maximise the chance of success, Bobbie highlighted actions such as: planning for sessions effectively, documenting sessions, sharing documentation with learners post sessions, and being flexible in supporting learners to develop themselves. *"Ensure they are prepared for the session. To take notes and to make them accessible to the learner. To have different strategies to allow the learner to find the solutions themselves".* She also indicated that her coach had done these things up until this juncture.

Next, Bobbie expressed that she was both on track to achieve success as per her success criteria and satisfied with person-centered coaching. Regarding the reasons for her satisfaction, she stated that she wanted to improve her teaching practices in the classroom and that she was making progress with her goals. *"I indicated what I felt I needed to improve on in my teaching and classroom practice at the start of the coaching series, and I am well on my way to implementing new strategies to meet those goals".* In line with her satisfaction with and the progress made throughout the coaching series up

until this point, Bobbie shared that she wasn't facing any hurdles that were preventing her from getting the most out of the person-centred coaching process and that she will continue to work through her goals and possibly set new ones, depending on her progress.

Post-Coaching

Bobbie began by sharing that she felt the same as Adrian in that she appreciated having dedicated coaching time set aside to reflect on what is important to her in terms of goals and ways to achieve her goals. *"I think that as well - having the time is valuable. I want to add to that (to Adrian's response) because I feel the same way".* She then went on to say that, in addition to having the focused time to set and work on her goals, the value of coaching for her lies in the power of the process to support her in creating solutions that come from pre-existing knowledge, strategy and tactics. Bobbie expressed herself regarding this point by stating that person-centred coaching helped to her draw upon her internal resources.

> *I'm quite a reflective person anyway having the time dedicated to whatever my goals were helped me to realise that all the answers were inside my brain. They just needed to be brought out through discussion, reflection and the time that was given. Then I didn't really need any help.*

This was significant to Bobbie because, other than guidance from the coach, she understood that she was effectively overcoming her challenges independently. *"I didn't need anybody else's help necessarily other than the coach who helped me to uncover the information myself".* In terms of the process that her coach used, Bobbie highlighted the use of questions and the GROW model. *"She just framed questions in a way that helped me to reflect and then come up with solutions, I guess".*

Next, Bobbie shared her experiences of the GROW model. She explained that she didn't recall her coach explicitly referring to the GROW model throughout the coaching series, and stated that this indicated that the person-centred coaching process was fluid and natural. *"I'm not sure that if I was sitting in my coaching session and my coach said right, now we're going to do G, which is… That fact that I don't know that proves that it was a really seamless session each time I was with her".* Bobbie followed up by saying that her coach used a questioning framework and guided her throughout the process and that she would probably be able to match her experiences to the steps of the GROW model if each one was explained to her. *"I came in and she asked the questions and guided me, and I was really happy with the whole process. So, if you told me what those letters meant then I'd probably be able to fit in how and what we did".* Due to the group discussion framework employed during this interview, Bobbie gained specific insight into each step of the GROW model by listening to both Adrian's and Cameron's responses to the same question. After she had listened to their answers, she confirmed that her coach had used the GROW model. *"That was my process too. I did all those things now that you mention that. I just didn't know that it was called GROW".*

The interviewer then asked if her goals had changed. Bobbie explained that she moved to another goal during the coaching series because she felt that she had attained her first goal. She felt that this indicated that the person-centered coaching model was flexible by design.

> *Not changed, we felt like, well, I felt like I had done what I can for that one. So, rather than drag it out for the whole year, we chatted again, and I went back to the initial brainstorming of potential options and picked another one. I got to the end of mine. I achieved my goal, so that's why we started another goal. I can only*

suspect that if you got to the point where it's not working, you'd say let's try another goal. You've got the flexibility in this process.

Bobbie then went on to highlight that she felt that she had complete ownership of her goals throughout the coaching series. *"Ownership of your goals and of the effort or work that you're putting in".* In response to this, Adrian agreed with her and added that, even though goals in person-centred coaching are personalised and belong to the learner, teachers' coaching goals may have a direct or indirect positive impact on others because of the collaborative nature of the work that teachers do at Renaissance College. Bobbie acknowledged that this may be the case. *"It can. Even if it was a personal goal, then you're going to grow, right? Which will obviously benefit your team, too".*

The final part of the discussion linked to the GROW model was focused on the need for flexible scheduling to maximise the effectiveness of coaching. Bobbie agreed that this was an issue and something for the Renaissance College leadership team to consider moving forwards.

When I reflected, I have the same contention. The only time we could meet was on my one free on a Monday, so it was a pretty rough day. I'd have to teach all day and in my one free period then have the coaching session. It wasn't the coaching itself, it was the timetabling.

The next part of the group interview was focused on the role of the learner in the person-centred coaching process. Bobbie's response was specifically connected to her role as a learner, and she shared that fulfilling her commitments was integral to the role because of the way that the coaching sessions were structured.

My role was to turn up and then to follow through with my commitments, right? Because we always ended with well, what are you going to take away from this

> *now? Next steps, maybe some dates, when will you have it done by and then to commit to that.*

The interviewer followed up on Bobbie's answer by asking her to confirm that commitment was an important concept in the context of the role of the learner. She gave an affirmative response.

> *I think so and to support the process you had to walk the talk, I guess". In addition to her comments about the need to display commitment as a learner, Bobbie clearly communicated that she didn't feel that her coach would judge her if she didn't fulfil her commitments. "There was no pressure from the coach regarding the completion of commitments. It was all on me.*

Regarding the role of the coach, Bobbie shared that coaches should not judge learners in any way or create expectations that might lead them to feel that they should think or act in a certain way. *"Their role is to not be judgmental and to not provide pressure, I think".* She continued by saying that coaches should simply be present to support learners' thought processes so that learners can generate ideas and answers from their pre-existing knowledge.

> *"Just to be there to facilitate your thinking and to get out of you what is already in there. I'm a true believer in that the solutions and ideas were in me. I just had to be given the time and questions to allow them to come out".*

These statements reflect the attitude of unconditional positive regard from client-centred theory (Rogers 1951, 1961, 1980,1989).

Bobbie's next contribution to the discussion regarding the role of coaches was in response to Adrian's comments about the time that some learners might need to effectively explore their thoughts and move towards goals and actions. Adrian stated that

coaches need to ensure that they give learners enough time to think, as some people need more time than others, and Bobbie responded to Adrian's statement by indicating agreement. She said that she was aware of people in team situations who need more time to think in a relative sense.

> *I guess that could be a contention. A contention with those people that do take a bit longer to think things through, right? You work with people in teams like that and you've got big extroverted personalities that learn or come to solutions through talking and others that take that time, so that could be a contention.*

In terms of her success criteria, Bobbie shared that she believed that she had met them because she set realistic goals that were structured in a way that allowed her to easily identify evidence that supported her perception of success. *"Because we set attainable objectives that were easily provided with evidence, I guess. Like, if it was successful then this is what it would look like. Then we went back and checked what it looked like".* As an example. Bobbie clearly described her goal and her progress towards it.

> *One of my goals was a pastoral goal and how I knew that I got to that was a variety of strategies like witnessing the kids using what I had taught them. Some of the kids were forgetting what they had to do because we don't have diaries, so I taught them all how to use Google Calendar. For the kids that felt comfortable sharing their needs, we had reflections, and I had a box there to collect them in. There were a whole lot of different options, so I could see if I had done all of those things and whether they were being used in my classroom. They were, and it felt quite nice. Also, we did a well-being survey and 100% of the kids felt happy at school with their teacher.*

She then added that she measured progress incrementally throughout the coaching series by reflecting on her actions at the beginning of each coaching session.

Regarding extrinsic versus intrinsic motivation, Bobbie shared that she felt that she was extrinsically motivated when she chose and began the person-centred coaching series. *"Yes, it's definitely extrinsic to begin with"*. Over time, however, she expressed that her motivation changed and that she began to feel intrinsically motivated. This continued to the point where she decided that she wanted to become a coach. *"I went from extrinsic to I'd like to do the coaching course"*.

When asked about strengths and weaknesses of the coaching programme, Bobbie shared her perspectives on the skills of her coach as a strength. She explained that having an effective coach helps the learner in realising the benefits of coaching and facilitates the use and flow of the GROW model. *"That is the skills of the coach, right? Once you get there and you get into it then you realise it's beneficial. You get into the natural flow"*. Bobbie then expanded upon her thoughts by adding that being able to connect to important and meaningful goals via the coaching process is valuable. *"Once you get into a session, and the goals are the ones that are working for you then it's quite refreshing"*. From her comments relating directly to the strengths of the coaching programme in combination with her references throughout this chapter to the benefits of the client-centred attitudes of: congruence, unconditional positive regard, and empathic understanding, there is some evidence to suggest that Bobbie's case supports client-centred theory (Rogers 1951, 1961, 1980,1989). Specifically, this is because she clearly states that she did not feel judged by her coach at any stage and because her coach facilitated an increase in her self-awareness of what was important to her at the time in terms of goals and the actions needed to overcome her challenges.

Another strength highlighted by Bobbie, was that learners were given the opportunity to request the coaches that they would prefer to work with. *"I think that you do, right? I think that you can say who'd you prefer to work with"*. There was no guarantee that learners would have their requests fulfilled, nonetheless, the privilege to request and the relatively large number of coaches at Renaissance College led to learners working with one of their chosen coaches. In response to an additional interviewer question, she also stated that learners have the chance to reject a coaching match suggested by the Renaissance College leadership team. *"Learners don't have to accept the match"*.

The final comment made by Bobbie regarding the strengths and weaknesses of the person-centred coaching programme at Renaissance College was in relation to the structure of the documentation that is required by the school post coaching series. She observed and expressed that she didn't think that the form matched the coaching process and that reflecting on and recording information about the coaching series on the form presented a challenge. *"The challenge is fitting coaching into the ESF performance management form"*.

Case Summary

The following paragraphs identify, analyse, and discuss themes and patterns that arose during this case. These patterns and themes are also analysed and discussed in relation to the entire study in the cross-case synthesis chapter.

Coaching Success

The first theme that clearly arose during the analysis of Bobbie's case was that Bobbie's coaching success, in terms of her progress and her positive experiences during the coaching series, is connected with the trustful working alliance that Bobbie and her

coach established collaboratively. Bobbie repeatedly referred to the tenets of client-centred theory (Rogers 1951, 1979, 1980, 1989), both directly and indirectly, when she described and discussed her coaching relationship. Specifically, Bobbie emphasised the non-judgmental nature of the working alliance, as well the ability of her coach to promote and guide empathic understanding through questions and the GROW model. Bobbie indicated that her coach was very genuine (expressing congruence), however, she already had an established relationship with her coach so this may have contributed to that impression. Bobbie also indicated that being able to choose a preferred coach may lead to an enhanced coaching alliance and experience, nonetheless, the client-centered theory explicitly states that, regardless of pre-established relationships, the attitudes of congruence, unconditional positive regard, and empathic understanding must be expressed by the coach consistently throughout the coaching process for it to be successful. In Bobbie's case, this appears to be true in accordance with the data (Rogers 1951, 1979, 1980, 1989).

The Coach

From Bobbie's data, the following points pertain to the coaching relationship. Bobbie's coach guided Bobbie through questions to: set goals, identify resources, help Bobbie learn from what she already knew, help Bobbie understand herself better, and help Bobbie move forwards with actions. Her coach used active listening, helped Bobbie to find her own path of progress, helped Bobbie to identify and consider multiple perspectives, and used questions to help Bobbie to consider and move in different directions. Bobbie's coach did not judge Bobbie, and she helped Bobbie to bring out what Bobbie already had inside of her in terms of existing knowledge, skills, and resources. Bobbie's coach developed rapport with Bobbie which created a safe and

comfortable environment, and she picked up on and reflected back Bobbie's emotive verbal and non-verbal communication and gave Bobbie ample time to think.

The Learner

Bobbie as the learner: was committed to being honest, exploring and following passions, communicating clearly, being open minded and flexible, setting goals, and improving herself. She was committed to the process and followed up on actions, took full ownership of her goals, and did not expect her coach to have the answers.

Self-Directed Learning

As repeatedly expressed by Bobbie in the interviews and survey and as observed throughout the recorded coaching sessions, Bobbie invariably had and retained ownership of the content and learning during her coaching series. Specifically, Bobbie referred to her goals and actions as belonging to her, and she believed that success in coaching for learners is visible and measurable personal learning, as opposed to just goal attainment. For many coaches, the main purpose of coaching is to raise learners' self-awareness through questions and the coaching framework (Wilson, 2014). In terms of the client-centred theory, this is the attitude of empathic understanding (Rogers 1951, 1979, 1980, 1989). Bobbie's repeated references to the value and benefit of personal learning suggests that her coach was successful in raising her self-awareness through the expression of the client-centred attitude of empathic understanding (Rogers 1951, 1979, 1980, 1989). The multiple references that Bobbie made to her ownership of the content throughout the coaching series also suggests that Bobbie was involved in a non-directive process that directly supports self-directed learning and self-initiated change.

The GROW Model

Coaches raise learners' self-awareness and express the attitude of empathic understanding through questions and a structured coaching model (Rogers 1951, 1979, 1980, 1989; Wilson, 2014). Bobbie's case data that support the presence of empathic understanding in her coaching alliance also contains multiple references to the use of the GROW model throughout the coaching series. In accordance with Bobbie's case data, the GROW model could be described as an explicit, flexible, and seamless framework that is used by coaches to support the development of learners' self-awareness. Specifically, Bobbie's case data suggest that her coach's use of the GROW model facilitated goal identification, goal prioritisation, and the articulation of challenging and meaningful goals that supported personalised learning. The GROW model was used as a process to: create success criteria, inquire into current reality, and explore options, resources, and actions. Additionally, the GROW model was used to promote and facilitate meaning-focused reflection, chunk goals into manageable next steps, and highlight Bobbie's learning and achievement. In summary, the data suggest that Bobbie's coach used the GROW model to systematically and effectively reduce any feelings of ambivalence that Bobbie might have had towards possible goal areas and facilitate behavioural change.

Flexible Scheduling

The need to have flexible scheduling arose during the group interview at the end of year one. Bobbie connected flexible scheduling with motivation, stating that allowing learners to reschedule when needed would increase their chance of entering the coaching session with high motivation and a growth mindset.

Intrinsic Versus Extrinsic Motivation

Intrinsic versus extrinsic motivation was discussed during the group interview and the conversation was facilitated by some probing questions from the interviewer. In summary, Bobbie felt that, other than at the very beginning of the coaching series, she was intrinsically motivated for most of the coaching process. This perspective is supported from a theoretical foundation standpoint, as the client-centred theory is naturally linked to intrinsic motivation through the actualising tendency and the formative tendency (Rogers 1951, 1979, 1980, 1989).

Collaborative Learning Culture

Bobbie's data suggest that coaching may be promoting a collaborative learning culture at Renaissance College. This is connected to the use of the GROW model by Bobbie's coach to facilitate reflection, support Bobbie in garnering different perspectives from others, and collaborative initiatives that may come about as a direct result of the Bobbie's actions. The fact that Renaissance College develops and uses internal coaches may also contribute to this, as staff members are working together to support each other's learning by design.

CHAPTER 7

Findings - Cameron

Pre-Coaching

Cameron came into the coaching pathway at Renaissance College with only a basic understanding of the key tenets of coaching. His existing insight into coaching was derived specifically from a brief introductory coaching course that he participated in two years prior to the beginning of this research project and experience as a learner during the 2013/2014 academic year. Cameron chose to get involved in coaching because he wanted to learn more about it, with a view to using coaching methodology with his music students. His subsequent step after his involvement in this coaching study of becoming an accredited person-centred coach also supports his stated motivation regarding learning more about and using coaching. In terms of expectations and success, Cameron repeatedly stated that he hoped to use coaching to support his music students, and he shared his initial tension and anxiety regarding the coaching process when he expected the coach to provide him with answers as opposed to questions. Cameron overcame these feelings and now sees the value of coaches supporting learners using a non-directive approach.

Intra-Coaching

Cameron began by reflecting on the effectiveness of the coaching processes and structures that have been used by his coach throughout the coaching series up until this point. He stated that his coach's expression of client-centred attitudes and use of the person-centred structures and processes, including the GROW model, have been very effective. This is because they were used to support him in reaching a greater insight into

and understanding of his teaching role, as well as helping him to establish a clear focus on one goal linked to the building of learning and teaching resources for his music students.

> *The process has brought clarity to my understanding of my teaching and what is reasonable in terms of how much I should engage in new projects so that I do not overwhelm myself. It has allowed me to focus on one task for now (recording videos of myself playing music so students can play along with me at home) and will focus again on one task only after the Easter holidays.*

Cameron then shared his understanding of the role of learners and coaches in the coaching process. In connection to learners, he shared that he as a learner should be responsible for determining his own developmental pathway, in addition to making decisions that pertain to his goals. *"To guide my own direction and decisions for professional growth".* Regarding coaches, Cameron stated that coaches should provide him with resources to support him in discovering this own developmental pathway. *"To give me the tools and perspective for me to find my own path".*

In terms of creating conditions for success in person-centred coaching, Cameron explained that he as a learner must be honest and clear in terms of where his motivation lies when setting goals. *"Be honest and follow my passions. I believe the motivation created by this process has boosted my productivity because I am passionate about it. Be a clear communicator so that the coach can best guide me".* He also shared that he as a learner must be open to considering multiple perspectives and multiple courses of action to create ideal conditions for success.

> *Be open-minded and flexible, so that I can find the best options for my development. For example, although I was excited about some of the other ideas I*

> *had initially when brainstorming for goals, I have ended up continuing with my first goal because it has been very successful and I can now expand on it*.

Regarding coaches' responsibilities in creating conditions for success, Cameron stated that they must get to know learners so that they can assist them in gaining the insight and perspectives required to support meaningful and sustained growth and development. *"Familiarise themselves with learners in a holistic way so that they can give their learners informed perspectives".* He added to this statement by writing that providing learners with informed perspectives does not mean that coaches should be directive in their role, nonetheless, he stated that he feels that it is useful for coaches to offer occasional advice when learners are unable to make progress independently.

> *Avoid the temptation to tell the learner what to do. Although I think in some instances with the consent of the learner that stepping outside of the coach role can be beneficial. For example, if a learner is frustrated or stuck with an idea, the coach may be able to give direction to ease tension or stress in the learner.*

Any form of directive communication from coaches during person-centred coaching sessions is in violation of the attitude of unconditional positive regard and, therefore, of client-centred theory. This is because client-centred theory is based on the formative tendency and interdisciplinary systems theory. Interdisciplinary systems theory informs coaches to resist the temptation of offering advice to learners because it is precisely during moments of frustration and tension that old patterns of thought break down and new patterns of thought emerge in their place. In stating this, it is important to note that some coaching models based predominately on client-centred theory, such as the performance coaching model, allow coaches to offer very occasional advice if permission is granted by learners (Rogers 1951, 1961, 1980,1989; Wilson, 2014). Cameron's case

study data up until this point do not reveal patterns of directive communication from his coach, nevertheless, his perspective regarding the value of occasional advice from his coach to ease tension when he is feeling frustrated is valid within the context of his role as a participant in this study and should be considered along with all other findings.

Cameron then shared his perspectives regarding the effectiveness of his coach and his progress in terms of his success criteria up until this point. He made it clear that his coach had used a non-directive approach to coaching. Specifically, raising his self-awareness through questioning and prompting while he took responsibility for setting goals, making decisions regarding actions, and committing to self-improvement. Cameron shared that he had met the success criteria that he had set for himself at the beginning of the coaching series. He also stated that he was very satisfied with the person-centred coaching developmental pathway up until this point.

Regarding his reasons for his high level of satisfaction, Cameron shared that the coaching series had given him the opportunity to focus heavily on one goal and make considerable progress regarding actions. He explained that his achievement in terms of his goal had directly impacted his music students' learning.

> *By focusing on one important goal, I have been able to make over 130 instructional videos and videos of me playing since the start of the process. This has proven very helpful to students, who are often requesting that I video myself playing specific pieces on their band instruments or on recorder, and the students can then watch the video and play along. This helps students understand the relationship between the accompaniment and pieces they are playing. They can also revisit instructions in their own time, at their own pace.*

In addition to his comments regarding his high level of satisfaction with person-centred coaching at Renaissance College, Cameron stated that there was nothing that was currently preventing him from gaining maximum benefit from the coaching process. He also shared that he would choose the person-centred coaching pathway again if given the opportunity. *"The process has been enjoyable, and I would do it again".*

Post-Coaching

To begin with, Cameron shared his experiences of the person-centred coaching process, explaining that the process was useful because of the role that his coach played. He highlighted the positive influence that his coach's questions had on his ability to explore his thoughts.

> *I found that with having the coach there, it helped me to know what I was doing. We have these ideas in our mind but having someone prompt you with those questions is useful. Sometimes I ended up branching off into different areas because of the questions being asked.*

Cameron then expanded upon how branching off was useful in terms of his growth and development. He shared that his thinking linked to this goal was relatively narrow before his coach began using questions and prompts to facilitate the development of his self-awareness regarding the possibilities that he had not considered.

> *I worked on flipping the classroom, so I was making some resources for students. I had a very narrow focus and after being asked questions, I thought o.k. there are other possibilities for using this. One of the main things that I did was record myself playing different instruments so the students could hear what it sounds like being played with all the other instruments, how it all fits together. The students were really keen on that and they came back to me and started requesting that I*

> *make specific videos for them. It was great to see that it was worthwhile. I'm also having students make the videos as well. There's a huge possibility there for making all of the resources available. I need to make sure that it's the right students making the videos, though. I'm also making some videos where it's just instruction, not necessarily playing or a combination of speaking about what needs to be done and playing. Just logistical things that may be applied to the classroom. A lot of things branched out from that one goal, and I think that they're all worthwhile.*

Next, Cameron summarised his experiences of each stage of the GROW model, beginning with his experience with goal setting. Specifically, he shared that his focus moved from having a single goal with other possible goal areas to solely working towards the goal that he was most motivated to attain. Cameron also expressed his appreciation for being able to do this.

> *I had one goal and a few other possibilities. I started with the flip goal and ended up ditching all the other goals, so it was nice to have that flexibility because I was excited. I was motivated by being able to focus on the flip goal.*

He then explained what he meant by the phrase *"I was motivated".* Cameron said that he felt encouraged by the students' responses to the additional resources, He stated that this new level of support was positively received by the students in terms of their learning and development which, in turn, motivated him to work more vigorously on achieving his goal.

> *I was excited by the feedback that students gave me. The possibilities began to grow. The results I saw suggested that the whole year level was actually doing better this year. Maybe for a bunch of different reasons but it could be at least*

> *partially attributed to the support that students had never had before in other years. Because I was so excited by it, I worked harder on it I think. I ended up creating over 200 videos. It was fun.*

He confirmed that he felt that he was making a concerted effort with this goal beforehand, however, making it the only goal helped him to concentrate on it more effectively. *"I'm always quite hard working, I'd say but coaching helped to focus the goal well"*.

Cameron then expanded upon his use of the word *"focus"* and confirmed that it was used in the context of what was happening in his music classes. He explained that he had a designated time each week for making the resource music videos for his students and that if he had been focusing on other goals as well, then he wasn't sure that he would have been as successful in terms of output.

> *I would use Wednesday afternoons from 3-4 p.m. to make the videos. That was my time to work on it, and I was actually excited to get in there and start making them. I enjoyed it a lot. I don't know that if I had been working on other goals whether I would have been as productive. I don't think so.*

Cameron also stated that he got to this point because he identified areas that he was motivated to pursue in terms of goals to begin with. *"Because we're guiding the process as learners, it's something that we're keen on in the first place"*.

Next, Cameron stated that during the coaching series he was eager to share his learning and experiences with other practitioners. He shared that he did this during a recent overseas trip.

> *I'm in a little bit of a different situation because I'm not part of a year level team, but I have been excited to show other teachers. I was in Jakarta last week.*

> *There's a big international school there, and I was excited to say that this has been really successful for me this year and my students.*

Cameron followed up this statement by saying that it is not quite as easy for him to share information regarding goal achievement with other team members. This is because of the smaller size of his primary team and because his primary music team does not meet as regularly as year level teams, nonetheless, he is committed to sharing his coaching experiences and developmental progress with others in his team. *"Yes, but not quite as regularly. I will definitely be able share this with others in the music department".*

Regarding negative feelings towards coaching, Cameron stated that it had been difficult at times to clearly express his thoughts and find direction, nevertheless, he shared that it was preferable to go through those challenges with his coach.

> *Any negatives? Sometimes being able to articulate and form my thoughts as to where to go with it was difficult. When I was trying to think through things, but then having a coach there to work with you was better than being there on your own. There were times when I was kind of stumped and didn't know how to figure out where to go from there.*

His comments speak directly to the purpose of coaching, that is to raise the self-awareness of learners so that they are able to more effectively understand their lives in terms of emotions, motivation, priorities, and development. When considering the high level of success that Cameron articulated in the final interview regarding his sole goal, his challenges also support client-centred theory via the formative tendency and interdisciplinary systems theory because the coaching process supported him in overcoming the moments of tension and frustration when he was feeling that he wasn't able to progress. The times when learners' brains are breaking down old patterns of

thought and replacing them with new patterns relevant to their goals (Rogers 1951, 1961, 1980,1989).

The next focus for the group discussion was in connection to the specific role that learners play in the coaching process. Cameron stated that the role of learners is to take responsibility for moving the process forward. *"I think that's the role of the learner to really be in control and drive the whole process instead of having someone else driving it for you".* This statement is consistent with his previous input regarding the role of learners.

Regarding the role of coaches. Cameron's first comment was connected to a statement that he made in response to a question in the mid-point survey when he shared that he liked the idea of coaches having the flexibility to offer limited advice when learners are finding it difficult to make progress.

> *I like the option of having the coach stepping out of the coaching role and making suggestions. I know that's not really the idea in the first place, but I think being flexible is really important to the coach and to me. If things are going well, the coach is helping you see perspectives and options. You're being guided to those possibilities, not being told to go there.*

He shared that his coach used active listening, questions, and gave him ample time to think things through. In combination, these key components of person-centered coaching supported him in finding his own solutions.

> *I mentioned before that I was struggling sometimes to find where to go from here. The coach prompted me. She gave me some time and then prompted me in a different way, and I thought that was amazing. It helped me to find that direction on my own.*

It is significant to note that Cameron's answer indicates that his coach did not use a directive or instructional approach to facilitate his development during the coaching series.

Next, Cameron stated that he had met and even exceeded some of his success criteria but had failed to achieve in other areas. He explained that this was positive because his coach, as well as the flexibility that is inherently part of the person-centred coaching framework, afforded him the opportunity to increase the amount of time and effort that he put into his first goal.

> *Yes and no because my initial plan was to have two goals and things changed, actually. It was nice to have that flexibility. I was planning on expanding the band programme and the instruments at the school. However, there was the introduction of some plastic instruments which are not well developed, so I'm going to hold off on it. That was the second goal that I was really thinking that I could really get involved in. I was excited about that one. It didn't end up being the right time. In terms of completing two goals, that didn't happen, but I far exceeded what I expected would happen with the flip goal, so I'm happy.*

Cameron's perspective is aligned with the core tenants of self-directed learning and client-centred theory that empower and motivate learners through learning ownership and responsibility. As he clearly communicated, he simply didn't pursue his second goal because it didn't feel like the right time for him in terms of situational conditions.

Regarding acknowledgment of his successes during his coaching series, Cameron stated that he felt that his coach seemed to be excited at the end of the coaching series about his achievement regarding his goal. He explained that this reaction from his coach

prompted him to reflect in more depth about his progress and development throughout the coaching series. After doing this, he came to the realisation that he had, in fact, achieved a great deal.

> *The coach was celebrating my success as well. I really didn't think that what I'd done or the process I went through as a huge achievement. But the coach was very excited about what happened and then I thought, o.k., actually yes, I've achieved a lot.*

It is important to note here that this point of reflection and celebration occurred during the final coaching session in the series and was, in effect, after the person-centred coaching process had concluded. It is also apparent that Cameron's coach did not celebrate success with him by exhibiting strong positive emotions that may have come across as leading or judgmental. Instead, she asked Cameron a series of questions that prompted and encouraged focused reflection.

Next, Cameron shared that he felt that his motivation was intrinsic from the beginning because he was already interested in coaching before the opportunity to be coached arose. *"Mine was intrinsic because I was exposed to it for a short time and I was curious about it. The motivation was already there when the opportunity came up"*. In addition to this comment, he has repeatedly indicated that he wants to learn more about coaching for his own growth and development as an educator. He also built upon his comment about being intrinsically motivated regarding coaching from the start of the coaching series by saying that he would like to integrate coaching into his day to day methodology.

> *I want it to be a part of what I do. The limited contact time that I have with students provides a challenge regarding one-on-one opportunities to coach them, although just going through this process I was thinking about the possibility of coaching en masse.*

Finally, Cameron stated that he plans to become a coach via the coaching course that Renaissance College offers periodically. *"That's the next step for me, too. I'd like to do the coaching course"*. He completed the Renaissance College coaching course in October, 2015, as well as the coaching accreditation assessment in February, 2016.

Regarding strengths and weaknesses of the coaching programme, Cameron stated that success of the coaching programme at Renaissance College is dependent upon the quality of the coach/client relationship. *"If you've got a good coach it will be successful,"*. Specifically, he felt that Renaissance College could increase the chances of having effective coach/client alliances by giving learners the opportunity to choose their coaches. *"Having a choice of coach would be beneficial"*.

Case Summary

The following paragraphs identify, analyse, and discuss themes and patterns that arose during this case. These patterns and themes are also analysed and discussed in relation to the entire study in the cross-case synthesis chapter.

Coaching Success

The first theme that clearly arose during the analysis of Cameron's case was that Cameron's coaching success, in terms of his progress and his positive experiences during the coaching series, is connected with the trustful working alliance that Cameron and his coach established collaboratively. Cameron repeatedly referred to the tenets of client-

centred theory (Rogers 1951, 1979, 1980, 1989), both directly and indirectly, when he described and discussed his coaching relationship. Specifically, Cameron emphasised the non-judgemental nature of the working alliance, as well the ability of his coach to promote and guide empathic understanding through questions and the GROW model. Cameron clearly attributed his self-professed high level of goal achievement to his coach's flexibility and her unwavering expression of non-directive attitudes, stating that he thought that it was *"amazing"* how his coach was able to guide him to find his own solutions without being directive. This is particularly noteworthy because Cameron shared it could be useful for coaches to be directive and provide advice if a learner was unable to move forwards in his or her thinking. Cameron indicated that his coach was very genuine (expressing congruence), however, he already had an established working relationship with his coach so this may have contributed to that impression. Cameron also indicated that being able to choose a preferred coach may lead to an enhanced coaching alliance and experience, nonetheless, the client-centered theory explicitly states that, regardless of pre-established relationships, the attitudes of congruence, unconditional positive regard, and empathic understanding must be expressed by the coach consistently throughout the coaching process for it to be successful. In Cameron's case, this appears to be true in accordance with the data (Rogers 1951, 1979, 1980, 1989).

The Coach

From Cameron's data, the following points pertain to the coaching relationship. Cameron's coach guided Cameron through questions to: set goals, identify resources, help Cameron learn from what he already knew, help Cameron understand himself better, and help Cameron move forwards with actions. His coach used active listening, helped Cameron to find his own path of progress, helped Cameron to identify and consider

multiple perspectives, and used questions to help Cameron to consider and move in different directions. Cameron's coach did not judge Cameron, and she helped Cameron to bring out what Cameron already had inside of him in terms of existing knowledge, skills, and resources. Cameron's coach developed rapport with Cameron which created a safe and comfortable environment, and she picked up on and reflected back Cameron's emotive verbal and non-verbal communication and gave Cameron ample time to think.

The Learner

Cameron as the learner: was committed to being honest, exploring and following passions, communicating clearly, being open minded and flexible, setting goals, and improving himself. He was committed to the process and followed up on actions, took full ownership of his goals, and did not expect his coach to have the answers.

Self-Directed Learning

As repeatedly expressed by Cameron in the interviews and survey and as observed throughout the recorded coaching sessions, Cameron invariably had and retained ownership of the content and learning during his coaching series. Specifically, Cameron referred to his goal and actions as belonging to him, and he believed that success in coaching for learners is visible and measurable personal learning, as opposed to just goal attainment. For many coaches, the main purpose of coaching is to raise learners' self-awareness through questions and the coaching framework (Wilson, 2014). In terms of the client-centred theory, this is the attitude of empathic understanding (Rogers 1951, 1979, 1980, 1989). Cameron's repeated references to the value and benefit of personal learning suggests that his coach was successful in raising his self-awareness through the expression of the client-centred attitude of empathic understanding (Rogers 1951, 1979, 1980, 1989). The multiple references that Cameron made to his ownership of the content

throughout the coaching series also suggests that Cameron was involved in a non-directive process that directly supports self-directed learning and self-initiated change.

The GROW Model

Coaches raise learners' self-awareness and express the attitude of empathic understanding through questions and a structured coaching model (Rogers 1951, 1979, 1980, 1989; Wilson, 2014). Cameron's case data that support the presence of empathic understanding in his coaching alliance also contains multiple references to the use of the GROW model throughout the coaching series. In accordance with Cameron's case data, the GROW model could be described as an explicit, flexible, and seamless framework that is used by coaches to support the development of learners' self-awareness. Specifically, Cameron's case data suggest that his coach's use of the GROW model facilitated goal identification, goal prioritisation, and the articulation of challenging and meaningful goals that supported personalised learning. The GROW model was used as a process to: create success criteria, inquire into current reality, and explore options, resources, and actions. Additionally, the GROW model was used to promote and facilitate meaning-focused reflection, chunk goals into manageable next steps, and highlight Cameron's learning and achievement. In summary, the data suggest that Cameron's coach used the GROW model to systematically and effectively reduce any feelings of ambivalence that Cameron might have had towards possible goal areas and facilitate behavioural change.

Flexibility in the Process

The benefits of a flexible process were clearly highlighted by Cameron, as he repeatedly stated that having the opportunity to spend the entire series focused on the goal that he felt most motivated by proved to be very successful in terms of his own

growth and development, as well as regarding the amount of resources that he created for use with his music students. He explained that his second goal had not become less important, as such, it was just that circumstances and timing were not conducive to the development of that goal.

Intrinsic Versus Extrinsic Motivation

Intrinsic versus extrinsic motivation was discussed during the group interview and the conversation was facilitated by some probing questions from the interviewer. In summary, Cameron felt that he was intrinsically motivated before he began the coaching process and that his level of high intrinsic motivation did not wane at all during the coaching series. This perspective is supported from a theoretical foundation standpoint, as the client-centred theory is naturally linked to intrinsic motivation through the actualising tendency and the formative tendency (Rogers 1951, 1979, 1980, 1989).

Collaborative Learning Culture

Cameron's data suggest that coaching may be promoting a collaborative learning culture at Renaissance College. This is connected to the use of the GROW model by Cameron's coach to facilitate reflection, support Cameron in garnering different perspectives from others, and collaborative initiatives that may come about as a direct result of Cameron's actions. The fact that Renaissance College develops and uses internal coaches may also contribute to this, as staff members are working together to support each other's learning by design.

CHAPTER 8

Findings - Daryl

Pre-Coaching

Daryl came into the coaching pathway at Renaissance College with an established learner's understanding of the key tenets of coaching. Her existing insight into coaching was derived specifically from an introductory coaching session that was included as part of a year-long leadership in education course in which she was enrolled and from her previous involvement as a learner in the person-centred coaching developmental pathway at Renaissance College. Daryl chose to get involved in coaching because of her positive experiences as a learner and because she wanted to learn more about it in general, with a view to becoming an accredited coach. Her subsequent step after her involvement in this coaching study of becoming an accredited person-centred coach also supports her stated motivation regarding learning more about it. In terms of expectations and success, Daryl stated that she "*hoped to learn something new, learn more about coaching in general, complete the coaching series, maintain a high level of effort and input throughout the process, and become a better person"*. She also shared her initial tension regarding the coaching process that came about when she felt that the coaching process led her to challenge the way that she might normally think about and deal with challenges and self-development. Daryl overcame her tensions and now understands the value of a non-directive coaching approach.

Intra-Coaching

To begin with, Daryl described her experiences with person-centred coaching up until this point, stating that her overall experience with coaching was positive and constructive. Specifically, she highlighted that coaching was a personalised experience

that supported her in establishing her current reality and goals. *"It has been an interesting and enjoyable journey. It helps you grow as an individual and reflect on what is going on and what you would like to do better"*.

Next, Daryl described the processes and structures contained within a typical coaching session. She outlined an explicit process that entailed: setting the scene, a progress review, strategic and tactical development, active listening, questioning, and logistics regarding the next session.

> *We usually have 40 minutes. I meet my coach in her office and she makes sure I am comfortable. She asks how I am doing and whether I am ready. She then recaps on what we have been doing so far. She then asks if I would prefer to work on my first goal or my second goal. She then guides me through the process by repeating what I have said and asking questions. We finish in time for me to go back to my next lesson and agree when to meet again.*

Daryl's perspective is aligned with the general framework for a transitional coaching session at Renaissance College. It is also consistent with other participants' responses to this question, both in the online surveys and group interviews.

Daryl then shared her understanding of the purposes of these coaching processes and structures. She explained that her coach used the processes and structures she had listed to help her prepare for the session by facilitating the creation of a focused and comfortable state of mind. *"To make sure I am ready for the session. There is no point in being coached if my head is not in the right place or if I don't feel ready that day. You also know what to expect, there are no surprises and you are never uncomfortable"*.

Daryl expanded upon her response to the processes and structures question by stating that she felt that they were very effective. She explained that consistently knowing what is coming up in the coaching sessions ahead of time made her feel at ease. She also shared that having the flexibility to reschedule coaching sessions if needed was important to her. *"As mentioned before, I feel I have a choice whether I want to be coached on that day. I know what to expect. I feel relaxed and can be honest"*. The importance of flexibility in terms of the scheduling of coaching sessions was also explicitly stated by Adrian and Bobbie and has been communicated to coaches by the Primary Principal as a current and future priority.

Next, Daryl shared her understanding of the roles of the coach and learner, as well as the actions that coaches and learners need to carry out to ensure a successful working alliance. She began by stating that learners must be active participants in the coaching process and added that they need to be honest with themselves. Daryl highlighted the importance of trust in the coaching alliance. *"The learner has to be fully involved. The learner should be as open and honest as possible. The learner should be able to trust the coach. The learner has ownership of his/her own goals"*. The development of trust between the coach and the client through the coach's expression of the client-centred theory attitudes underpins person-centred coaching and has been explicitly noted by all participants as an essential element in coaching (Rogers 1951, 1961, 1980,1989).

In terms of the role of coaches, Daryl pinpointed the importance of attentive and active listening, the use of questions, as opposed to giving advice, the use of the coach to raise learners' self-awareness, and the general coaching aim of guiding self-directed learning. *"The coach is there to guide the learner. The coach should listen attentively*

and revisit what was said. This helps the learner to stay on track. The coach should ask questions to make the learner think and dig deeper". The elements of coaching that she has stated are explicit and formalised within the person-centred coaching model used at Renaissance College, so it is noteworthy that they are reflected in all participants' interview and survey responses.

Daryl then identified the most important actions that both coaches and learners need to take to make the coaching process successful. In terms of learners, she stated that they must enter coaching with an open mind, a willingness to learn, and a commitment to honesty and action. *"Being honest, being involved, being passionate about the goal, wanting to learn and improve, being present, and staying focused".* In effect, Daryl is saying that learners' success is dependent upon the frame of mind with which they enter and maintain throughout the coaching series, as well as the amount of effort that they are willing to contribute to the process. This concept of a working alliance between coaches and learners has been clearly identified in the literature and reflected consistently in the case-by-case analysis chapters.

Daryl was again very specific and highlighted key facets of the person-centred coaching framework when she listed coaches' essential actions. In fact, she connected directly with all three core principles of client centered theory that are seen in the person-centred approach: congruence, unconditional positive regard, and empathic understanding. *"Being non-judgmental, attentive listening, should ask questions to make you dig deeper, and create a feeling of trust and comfort".* These core tenets of client-centred theory underpin person-centred coaching and are prevalent in the data collected for this study. Daryl also indicated that her coach had expressed these essential attitudes up until this point (Rogers 1951, 1961, 1980,1989).

Next, Daryl described the working alliance between coaches and learners. She strongly emphasised the essential foundation of trust in her response.

> *There has to be an open and honest working relationship between the coach and the learner. The learner must feel safe and know that nothing that is said will ever be repeated to anybody else. The learner should be able to know that he/she is not being judged and he/she has full ownership of his/her goals.*

She also highlighted the importance of maintaining confidentiality throughout the coaching series, which is clearly a key component of a trustful relationship. Confidentiality was also a core issue in the debate discussed in the literature chapter regarding internal versus external coaches. Any preference for external coaches seemed to revolve around a greater capacity to maintain confidentiality. In this study, the findings do not support the notion that internal coaches are ineffective in terms of maintaining confidentiality.

Regarding progress towards her success criteria, Daryl stated that she was on track to meet her success criteria and that she was very satisfied with the coaching pathway. She elaborated on her responses by sharing that her high level of satisfaction stems from her coach expressing the client-centred theory attitudes. *"My coach displays all the things I have listed above. I feel comfortable and safe when being coached. I can be open and honest and explore areas without feeling judged".*

In terms of hurdles that were preventing her from getting the most from the coaching process, Daryl stated that there was nothing preventing her from gaining benefit from the process. She did, however, point out that scheduling can present a challenge at times, given the busy timetables that teachers have at school. *"It is challenging in a school environment. It has in the past involved out of school meetings at the weekend".*

This point was also made by two other teachers in this study and highlights the need for coaches to be as flexible as possible regarding scheduling sessions.

Next, Daryl shared that her understanding of person-centred coaching had changed since the beginning of the study. Specifically, she shared how surprised she was at the amount that she had to say regarding what was happening in her life. She explained that, given the significant length of the coaching series, she thought that she might not have enough to focus on and may run out of ideas. Instead, Daryl shared that it had been the opposite situation for her.

> *I didn't think that I would have so much to say. Being coached for a school year, seemed like a long time and I thought I might run out of things I would want to say or do, but I certainly haven't. It's amazing how much normally goes on in your head and it's great to actually share these thoughts with somebody and speak them out loud. It makes things more real and you are more willing to do something about the things you want to change.*

These comments are very much in alignment with Adrian's sentiments. Adrian repeatedly stated that she appreciated the focused time that coaching gave her to reflect on her priorities and her life in general.

Regarding her expectations for the remainder of the coaching series, Daryl stated that she didn't have firm expectations. She was, however, looking forward to working on her goals, even though she felt that she wouldn't complete them prior to the end of the coaching series. She also highlighted how an increase in her self-awareness has made it easier to grow and develop throughout the process.

> *I don't have any real expectations. I just want to continue working on my goals and hope to make progress. The goals I have will not be completed by the end of*

> *the coaching series. I will certainly continue working on them and it will be easier as I am much more aware of things now.*

As has been stated in the literature chapter, one of the main aims of coaching, as a helping intervention, is to raise learners' self-awareness. To complete the survey, Daryl emphasised the importance of having an effective coach. *"I have a great coach and really enjoy the experience. I think being coached helps you to do better in your work and personal life"*.

Post-Coaching

To begin with, Daryl described her experiences with person-centred coaching. She said that she found coaching to be the most beneficial developmental pathway in the primary school at Renaissance College. She expanded upon this by sharing that she felt the most committed to coaching. *"I enjoyed it. Out of all of the developmental pathways, I have enjoyed person-centred coaching the most because I do feel that I got the most out of it. I was the most invested in this process".* Additionally, Daryl stated that she found mutually convenient times to meet with her coach and that her level of achievement was higher with coaching.

> *The times that we arranged really worked for me. Also being aware, I think, of the times that you do meet. It's very important that they work for the learner. I felt that I achieved more than I have in any other area (pathway) that I've done before. I really enjoyed it. I enjoyed the whole journey.*

Next, Daryl shared her experiences with each step of the GROW model, beginning by stating that her coach used a visual model to support her in exploring and organising her thoughts. *"I had a coach who used a visual model. She used a whiteboard so that I could discuss all the different areas of my life. Work life and private life"*.

She explained that she was initially focused on and most comfortable with exploring her thoughts regarding professional goals, however her focus shifted to a personal goal that was also relevant regarding her job performance.

> *I felt more comfortable staying in the professional side. Interestingly enough, it actually went a little bit personal as well. Even though I felt that at the beginning, I wasn't too keen but it actually worked. I have a close connection to my coach, so I was comfortable sharing personal things with her. I also understood that what was recorded would stay confidential. Basically, it was something to do with my personality - that I can be a bit of a pushover at times. So, it's staying true to myself and actually standing up for what I believe in. So, using this in a professional setting so that I when I want to get things done, there was a follow through and I wouldn't avoid confrontation. It was a difficult one. Like I said, it is very personal. But I felt very good about it. I felt good discussing it. I was proud of myself and what I achieved. I don't think that it's a goal that I will ever fully achieve because I don't think that I will ever be where I would like to be. It was a starting point, and the small steps I took were better than not doing anything at all.*

From Daryl's perspective, there was a connection between her shift to a more personal goal focus and the close, trustful relationship that she had with her coach. As previously stated, this relationship was already established prior to the commencement of the coaching series. She also highlighted the fact that she didn't complete this personal goal, nonetheless, she felt that there was value in the progress that she had made. Daryl shared that, while her second goal was one that she would have moved forward with regardless

of the coaching process, she felt the coaching series helped her to clarify the goal and plot steps that led to beneficial action.

> *The other area was something that I would have been keen to develop, even if I hadn't been coached. Providing students with more opportunities to get involved with more competitive situations. In school, we don't put a big emphasis on competition, so I wanted to create an opportunity with outside schools and outside teams. My coach just really helped me think through it. Instead of having all this stuff in my head - actually finding steps and working through the steps to make progress. It was a good experience.*

Additionally, she said that the coaching series was a rewarding experience and that she was not disappointed that she had not fully completed her goals. Daryl also made it clear that her goals are still meaningful and relevant to her and that she would continue to work towards them outside of a coaching context.

Regarding the effectiveness of the GROW model, Daryl stated that the model proved to be highly successful for her.

> *I would give it a nine out of ten for effectiveness. It was a little challenging to find mutually convenient times to be coached, so it was a little stressful. If I had done this outside of school for my own personal development, then it might be different. More relaxed. It's still a nine out of ten, though.*

She then commented on the effectiveness of the goal setting component of the coaching series. Daryl explained that goal setting was a very valuable part of the coaching experience for her because it helped her to identify and prioritise what was important to her.

> *Well, I found for me it was very important because I needed something to work towards. To focus on something. I've got a million things always going on in my head. I often push them away because I don't want to be dealing with them for whatever reason. Time gets in the way, so you have to make time. It is something that is a requirement here at school. So, it actually forces you to do something. So, for me, that actually works.*

Additionally, Daryl explained that she was unsure whether she would be able to delve into personal issues with another coach. She previously made it clear that she knew and trusted her coach implicitly prior to the commencement of the coaching series. Given that trust is the foundation of client-centred theory and the person-centred approach, strong pre-existing relationships between coaches and learners must be considered when determining the effect that person-centred coaching has on the professional development of teachers.

Next, Daryl shared how she would respond to somebody who told her that he or she was going to enter the coaching developmental pathway. She was very clear in supporting that course of action, highlighting positive points such as learner ownership of the process and the non-judgmental nature of coaching.

> *I would say that it's worth doing because you have way more ownership than any of the other pathways. I feel like you don't owe anybody anything. It's basically up to you. If you get there you get there and if you don't then you don't. You don't have to justify. You don't have to rectify. You don't have to prove anything, and I think that really works for me. You owe it to yourself to stay truthful and that what you're doing has a meaning to you. That was just so important to me because I feel that there is something coming out of it, and I'm not just doing something*

because it's required - to please somebody else. Because nobody judges you at the end. That really works for me.

Daryl's response directly supports the key tenets of the client-centred theory. Specifically, the absence of judgement from coaches comes from the expression of unconditional positive regard, and the unwavering ownership of personalised content is facilitated by the expression of empathic understanding.

Finally, Daryl stated that the personal reflection and development summary form should be removed from the process, as it doesn't fit with the coaching pathway. This form is required by the organisation that oversees the group of schools that Renaissance College belongs to and originated as part of a performance management approach. This approach has not been in place at Renaissance College for the past five years, nonetheless, the form is associated with a performance management approach, and the structure of the form does not match naturally with the coaching developmental pathway.

To summarise, Daryl shared that she was very supportive of the coaching pathway. She stated that it was her developmental pathway of choice and that she would opt for it again. *"Out of all the pathways. This was the most enjoyable. The most beneficial for me. I would do it again"*.

Case Summary

The following paragraphs identify, analyse, and discuss themes and patterns that arose during this case. These patterns and themes are also analysed and discussed in relation to the entire study in the cross-case synthesis chapter.

Coaching Success

The first theme that clearly arose during the analysis of Daryl's case was that Daryl's coaching success, in terms of her progress and her positive experiences during

the coaching series, is connected with the trustful working alliance that Daryl and her coach established collaboratively. Daryl repeatedly referred to the tenets of client-centred theory (Rogers 1951, 1979, 1980, 1989), both directly and indirectly, when she described and discussed her coaching relationship. Specifically, Daryl emphasised the non-judgemental nature of the working alliance, as well the ability of her coach to promote and guide empathic understanding through questions and the GROW model. This led to a highly personalised experience for Daryl. Daryl expressed that she didn't intend to create and discuss personal goals pre-coaching, however, she changed her mind intra-coaching because of the strength of the trustful relationship with her coach. Daryl also shared that the safe and secure nature of her coaching relationship led to more self-discovery than she had initially anticipated. Daryl indicated that her coach was very genuine (expressing congruence), however, she already had an established relationship with her coach so this may have contributed to that impression. Daryl also indicated that being able to choose a preferred coach may lead to an enhanced coaching alliance and experience, nonetheless, the client-centered theory explicitly states that, regardless of pre-established relationships, the attitudes of congruence, unconditional positive regard, and empathic understanding must be expressed by the coach consistently throughout the coaching process for it to be successful. In Daryl's case, this appears to be true in accordance with the data (Rogers 1951, 1979, 1980, 1989).

The Coach

From Daryl's data, the following points pertain to the coaching relationship. Daryl's coach guided Daryl through questions to: set goals, identify resources, help Daryl learn from what she already knew, help Daryl understand herself better, and help Daryl move forwards with actions. Her coach used active listening, helped Daryl to find her

own path of progress, helped Daryl to identify and consider multiple perspectives, and used questions to help Daryl to consider and move in different directions. Daryl's coach did not judge Daryl, and she helped Daryl to bring out what Daryl already had inside of her in terms of existing knowledge, skills, and resources. Daryl's coach developed rapport with Daryl which created a safe and comfortable environment, and she picked up on and reflected back Daryl's emotive verbal and non-verbal communication and gave Daryl ample time to think.

The Learner

Daryl as the learner: was committed to being honest, exploring and following passions, communicating clearly, being open minded and flexible, setting goals, and improving herself. She was committed to the process and followed up on actions, took full ownership of her goals, and did not expect her coach to have the answers.

Self-Directed Learning

As repeatedly expressed by Daryl in the interviews and survey and as observed throughout the recorded coaching sessions, Daryl invariably had and retained ownership of the content and learning during her coaching series. Specifically, Daryl referred to her goals and actions as belonging to her, and she believed that success in coaching for learners is visible and measurable personal learning, as opposed to just goal attainment. For many coaches, the main purpose of coaching is to raise learners' self-awareness through questions and the coaching framework (Wilson, 2014). In terms of the client-centred theory, this is the attitude of empathic understanding (Rogers 1951, 1979, 1980, 1989). Daryl's repeated references to the value and benefit of personal learning suggests that her coach was successful in raising her self-awareness through the expression of the client-centred attitude of empathic understanding (Rogers 1951, 1979, 1980, 1989). The

multiple references that Daryl made to her ownership of the content throughout the coaching series also suggests that Daryl was involved in a non-directive process that directly supported self-directed learning and self-initiated change.

The GROW Model

Coaches raise learners' self-awareness and express the attitude of empathic understanding through questions and a structured coaching model (Rogers 1951, 1979, 1980, 1989; Wilson, 2014). Daryl's case data that support the presence of empathic understanding in her coaching alliance also contains multiple references to the use of the GROW model throughout the coaching series. In accordance with Daryl's case data, the GROW model could be described as an explicit, flexible, and seamless framework that is used by coaches to support the development of learners' self-awareness. Specifically, Daryl's case data suggest that her coach's use of the GROW model facilitated goal identification, goal prioritisation, and the articulation of challenging and meaningful goals that supported personalised learning. The GROW model was used as a process to: create success criteria, inquire into current reality, and explore options, resources, and actions. Additionally, the GROW model was used to promote and facilitate meaning-focused reflection, chunk goals into manageable next steps, and highlight Daryl's learning and achievement. In summary, the data suggest that Daryl's coach used the GROW model to systematically and effectively reduce any feelings of ambivalence that Daryl might have had towards possible goal areas and facilitate behavioural change.

Flexible Scheduling

The need to have flexible scheduling arose during the group interview at the end of year one. Daryl connected flexible scheduling with motivation, stating that allowing

learners to reschedule when needed would increase their chance of entering the coaching session with high motivation and a growth mind set.

CHAPTER 9

Findings - Easton

Pre-Coaching

Easton came into the coaching pathway at Renaissance College with an understanding of the key tenets of coaching from both a coach's and learner's perspective. Her existing insight into coaching was derived specifically from her experiences as a learner, coached by Renaissance College accredited coaches and her experiences as an accredited coach, coaching teachers at Renaissance College. Easton chose to get involved in coaching again this academic year because of her interest in coaching in general and because of the links that she identified between coaching psychology and counselling while she was studying for her master's degree. In terms of expectations and success, she stated that she hoped to "*gain clarity regarding her goals, feel challenged by her coach, and become more self-aware, particularly regarding the effort that is needed to sustain momentum in the face of working with limited resources"*. Easton also shared that she felt that the coaching developmental pathway was focused more on the creation of professional over personal goals.

Intra-Coaching

To begin with, Easton described the processes and structures contained within a typical coaching session. Her response was highly detailed and included information pertaining to the core principles of client-centred theory, goal setting, and the coach's use of the GROW model.

> *Using the coaching format to work from, learners will move towards creating their own goals using the GROW model. The progress and rate of development is dependent on the individual and on the progress of the EXACT goals. As a coach,*

> *I aim to use the skills of listening, clarifying and reflecting, asking permission, to ask or offer suggestions, and questioning using the GROW model. As a learner, I aim to work towards developing goals that matter to myself professionally and to work, using the coaching questions to support me, towards achieving them. The first session involves an explanation from the coach about what coaching is about (asking, clarifying, listening) and what it isn't (giving advice). An overview of what is involved is given. During the sessions, the GROW model is used initially. It is the coach using mainly goal and reality questions. The coach works with the learner to set goals and to follow up by reviewing actions. The coach then moves the session forwards by asking options and will questions. Depending on the learner, the sessions may return to the goal and reality questions as needed. It is not a linear model. The sessions in coaching which I have followed as a coach are from the performance coaching guidelines and session outlines. They are fluid depending on learners and their own actions and development of goals. e.g. The session may go from goal to reality to options to will then back to goals, depending on the needs of the individual.*

Easton's in-depth understanding of the processes and structures used in person-centred coaching at Renaissance College stems from her extensive experiences as a coach and learner. Additionally, she indicated that her coach had been successful in implementing these stated processes and structures up until this juncture.

Regarding the purposes of these processes and structures, Easton gave another in-depth response from the standpoint of both a coach and learner.

> *The purpose is to ensure that coaches and learners can focus on the impact of their actions and use the coaching session to give and gain feedback. Coaches*

> *should guide learners towards their goals in a non-directive manner during the session. At Renaissance College, we have decided that coaching has been a positive experience and, as a result of this, we are going to continue building coaching partnerships. It isn't always easy, and we have challenged our thinking in many aspects. Whether it has been when coaching or being coached. I have become more adept at consciously listening, reflecting back, and not giving advice. These were some of the challenges during the initial stages. I need to continue to work on using challenging questions and managing the time during coaching sessions. As I practise coaching more, I hope the GROW model questions will flow easier and that it will feel more natural. I did see signs of this and hope for it to continue. Coaching has been a powerful communication tool for me to begin using both as a coach and a learner.*

Easton's responses to the last two questions reflect the deep level of understanding of person-centered coaching processes and structures that she has gained from working as both a coach and learner during her time at Renaissance College. This is directly relevant to this study because all research participants were motivated to become coaches themselves after experiencing coaching from the perspective of a learner at Renaissance College. This pattern suggests that teachers are not only interested in benefitting from coaching as individuals. They are motivated to become coaches so that they can positively impact the growth and development of other teachers. Though, technically, outside the boundaries of this study, there is data to show that many other teachers have also decided to become coaches at Renaissance College after first being coached. The data support the thesis statement that coaching facilitates self-directed learning in

teachers directly as an intervention and through the development of a professional learning community of coaches willing to support one another.

After indicating that the coaching processes and structures had been very effective for her, Easton explained why they were effective. She highlighted the time and space that coaching affords learners to explore thinking, priorities, and actions. She also stated that coaching provides learners with the opportunity to share success and celebrate achievement. *"Coaching allows space to talk through and explore options, to prioritise and think. It is a time to check in on progress and celebrate and share the successes as they come, then working further on the challenges".* The appreciation, from learners' perspectives, of dedicated time and space to think, identify and set goals, and prioritise actions has been repeatedly raised by participants throughout this study. Formal appointments for teachers to explore, set, and make progress towards goals could be arranged outside of a coaching context, nonetheless, the data seem to suggest that it is coaches' use of person-centred coaching processes and structures, in conjunction with formalised sessions, that benefits learners. Specifically, coaches using the processes and structures to increase learners' self-awareness and facilitate self-directed learning and self-initiated change. This leads to an engaging and positive environment at Renaissance College in which learners can develop without judgement from coaches.

Next, Easton shared her understanding of the roles that coaches and learners play in the coaching alliance. Regarding learners, she indicated that there is an expectation that learners will come into the coaching series with an open mind and a commitment to think deeply about and focus on the development of goals and actions. *"Learners are responsible for exploring what matters to them and to create goals which they can work towards, being open to think deeply about options as they work towards achieving their*

goals". In terms of coaches, Easton shared that they drive the coaching process through the GROW model and by asking questions. *"The coach offers the framework and questioning to support the learner to explore further the options available to them and to work towards their goals by setting and carrying out specific actions."*

Easton then considered success criteria in terms of the essential actions that coaches and learners must take. She echoed elements of her response to the role of the learner question by stating that learners must enter the coaching series with motivation to work towards their goals. *"For learners to be successful they need motivation to develop their goals and for the goals to matter to them".* In terms of coaches, Easton explained that they must be willing to listen and ask questions and to facilitate a sense of clarity for learners. *"To be a listener who responds by asking clarifying questions and engaging the learner in exploring options."*

Easton also added that her coach had listened effectively and had asked her questions that increased her sense of clarity.

Next, Easton described her understanding of the working relationship between coaches and learners. She reinforced the purpose of coaching – to facilitate self-directed learning - by emphasising that coaches use the coaching framework to guide learners towards goals. *"A professional relationship based on guiding and facilitating. Keeping me on track with my goals and motivating me to challenge myself to look at the options available".* Easton built on her response by stating that she was on track to meet her success criteria for the coaching series and that she was very satisfied with the person-centred coaching process at Renaissance College. She explained that the main reason for her high level of satisfaction was due to the trustful and supportive relationship that she had built in collaboration with her coach. *"The relationship with my coach has trust and*

support". All participants in this study have explicitly stated that trust has been present in their coaching relationships and that they believe that it is a key component in terms of success in the coaching framework. The data directly support client-centred theory because the person-centred approach attitudes that must be expressed by coaches – congruence, unconditional positive regard, and empathic understanding – are all essential in building the trust that is the foundation of an effective working alliance (Rogers 1951, 1961, 1980,1989).

Regarding hurdles that were preventing her from getting the most value out of the coaching process, Easton shared that the biggest challenge was finding time to meet. She explained that meeting, in general, is challenging in a school environment and that, in the past, some coaching meetings have had to be held outside of the school week. The need for flexibility in terms of scheduling has been identified multiple times throughout this coaching study by the participants, so this needs to be a consideration when reviewing the Renaissance College coaching pathway. Specifically, regarding communicating expectations to both coaches and learners.

Post-Coaching

To begin with, Easton shared her experiences of person-centred coaching. explaining that she reached focused goals more rapidly than in past coaching series because her coach already understood her job remit well.

> *I've experienced being a coach and learner for the last three years now. This time it was with a colleague with a similar role to me. There was less time spent identifying goal areas. We got to the goals faster because she understood my role within the school. That was really helpful.*

She stated that both her coach and her had to continually concentrate on maintaining their coaching roles because they had a pre-existing relationship.

> *In some ways we had to be really focused because we have a strong connection with each other. We had to really focus what we were going to do within the time and how best to move forwards for myself. But it was really good.*

Next, Easton summarised her experiences of each step of the GROW model. Easton began by explaining the process that her coach took her through to identify and prioritise goal areas.

> *When I first met with my coach, I can't remember all of the things, but she had this diagram. We looked at the key areas that I was quite happy with. Because it is professional coaching, we stayed focused on possible work goal areas. Things that I was happy to share in general and things that I was happy to share as part of this study. From that big discussion, we narrowed down the areas that I haven't worked with. There are a lot in our roles that I want to work with, but I can't make key changes in all of them. I wanted to stay within the areas that I am able to manage and able to change. So, then I had three different areas to work with. One, the social and emotional wellbeing of the students in the year group. Another one was team building and collaboration. Using coaching with my team. The last one was my own development as a workshop leader. This is something that I like to do outside of school.*

Her response made it clear that she was comfortable focusing on professional, as opposed to personal, goals and that she consciously chose goal areas in which she felt that she could effect change. Easton continued by saying that she would leave each coaching

session with actions that her coach would ask her to revisit and reflect upon at the beginning of each transitional coaching session.

> *So, each week I went away with little jobs to do. Things that I was telling myself that I had to do. Then, when I met with my coach we would go back over the jobs to see how things went. It was a continuous cycle of taking things further. It was good. I've got a lot of work still to do.*

Additionally, she explained that she had made positive progress and reiterated the enormity of her goals. *"I think that it's fine that I didn't achieve all of my goals. We are on the way. I think about where I have come to and that I am always ambitious. I'm not disappointed".*

Easton then rated and discussed the effectiveness of the GROW model. She rated the GROW model as very effective but agreed with Daryl's observation that finding mutually convenient times for coaching sessions was challenging at times. *"I'd probably say an eight out of ten. For very similar reasons to Daryl. Just trying to establish a space where you can work and finding time can be challenging".* Easton stated that, while the coaching experience was positive, she was unable to accurately measure her achievement because of the nature of the goals that she set.

> *I am very invested in my goals, and I think that they really matter for the children and the people I work with. It's very hard to measure social and emotional learning. When I look and reflect, I ask: Have I made a difference? There are certain case studies where I could say that there has been growth, but I can't be certain of the causes. We have just introduced a social, emotional and wellbeing assessment for students. So that will be interesting to look at every year. In terms of how effective my goal setting has been, it's really very subjective. I am invested*

> *and really want the children to grow and develop. For me, to measure that with data is difficult. I don't think that I've caused any damage through my practice. My time with my coach was a really positive time.*

Her perception in terms of progress differs markedly from the other research participants, who all felt that they made significant progress towards attaining one or more of their goals.

Next, Easton shared that goals in the professional domain are more suited to person-centred coaching and goals in the personal domain are more suited to counselling.

> *I think that when I first started learning about coaching it was in connection to my counselling studies. I see the performance coaching that we've done as very professional. As a coach, I had to hold myself back a little bit. I always drew a line in the sand so that I wasn't dealing with personal dilemmas. I think that there is professional coaching and then there is counselling. I would rather have others delve into personal issues with a counsellor. I think that it's just my background.*

Based on research that suggests that it is beneficial for learners to understand the natural connection between personal and professional goals, Renaissance College's coaching programme encourages primary teachers to explore professional and personal domains of their lives and develop goals that have the most meaning for them, regardless of the domain.

Easton then described the ways in which her coach supported her in maintaining ownership of and responsibility for her goals. She stated that her coach helped her to clarify her thoughts. Specifically, she highlighted her coach's ability to support her in establishing an accurate perception of her current reality and identifying what was within her locus of control.

> *Clarifying, she was really good at asking: What's the reality here? and What can you actually do? Helping me to distinguish between what I can and can't control. Helping me to balance all of that and helping me to push myself further. This is probably why I am at the stage I am now. Saying that this is just the beginning. My coach helped me to make sense of my thoughts. She used a lot of questioning skills.*

Next, Easton shared what she would say to a teacher who told her that he or she was going to be coached at Renaissance College. She stated that she would emphasise the supportive nature of the coaching relationship and shared that she believes that coaches are genuine in their position of facilitating self-directed learning and that learners will learn more about themselves through the process.

> *I do like the atmosphere of it - being able to spend the time in it. It feels like your coach has a vested interest in you. It's a special relationship. I feel fortunate and privileged to be on both sides. There can be self-discovery that takes place. Hearing your own words and hearing somebody verbalise them in a more articulate way than you do yourself is valuable.*

Easton added that the only concern that she has regarding coaching is the use of the Personal Reflection and Development (PR&D) form that is used to capture a summary of the coaching series. She explained that the form is generic in nature and not suited to the coaching developmental pathway. *"The one tension is the use of the PR&D form to try and record a summary of the coaching series. It's a standard form and is used by all schools in our group. It's not tailored to coaching".* Easton's recommendation was to abolish the practice of recording the coaching process using the PR&D form.

The use of the PR&D form and, probably more importantly, the perceived connection between the coaching developmental pathway and the previous performance management system (before 2011) has been highlighted several times by participants throughout this study. Though the primary principal has stated that coaching is not, in any way, linked to the concept of performance management, it is valuable to note that the persistent use of a form that is seen to be connected to the previous (before 2011) performance management system causes tension amongst learners. Coaching is promoted as a self-discovery developmental pathway at Renaissance College, so continued communication and, perhaps, the amendment or elimination of the PR&D form may be needed to genuinely disassociate coaching from performance management.

Finally, Easton stated that coaching is widely used in many contexts for her and has assisted her in developing her ability to read other people's emotional states more accurately. *"Coaching has become part of who I am now. I use it with my family and friends. I use it all the time. I now know when to listen and when to read a situation. My life is probably calmer because of it".*

Case Summary

The following paragraphs identify, analyse, and discuss themes and patterns that arose during this case. These patterns and themes are also analysed and discussed in relation to the entire study in the cross-case synthesis chapter.

Coaching Success

The first theme that clearly arose during the analysis of Easton's case was that Easton's coaching success, in terms of her progress and her positive experiences during the coaching series, is connected with the trustful working alliance that Easton and her coach established collaboratively. Easton repeatedly referred to the tenets of Client-

centred Theory (Rogers 1951, 1979, 1980, 1989), both directly and indirectly, when she described and discussed her coaching relationship. Specifically, Easton emphasised the non-judgemental nature of the working alliance, as well the ability of her coach to promote and guide empathic understanding through questions and the GROW model. Though she explicitly and repeatedly emphasised the high level of trusting in her coaching alliance, Easton made it very clear that she only felt comfortable focusing on professional goals in the context of this coaching pathway because personal goals were better suited to the domain of counselling. Easton indicated that her coach was very genuine (expressing congruence), however, she stated that she knew her coach well so this may have contributed to that impression. Easton also discussed how having an established relationship with somebody may lead to an enhanced coaching alliance and experience, nonetheless, the client-centred theory explicitly states that, regardless of pre-established relationships, the attitudes of congruence, unconditional positive regard, and empathic understanding must be expressed by the coach consistently throughout the coaching process for it to be successful. In Easton's case, this appears to be true in accordance with the data (Rogers 1951, 1979, 1980, 1989) and specifically in accordance with her statement that her coach had to continually stay focused on remaining in a coaching role because of their established relationship.

The Coach

From Easton's data, the following points pertain to the coaching relationship. Easton's coach guided Easton through questions to: set goals, identify resources, help Easton learn from what she already knew, help Easton understand herself better, and help Easton move forwards with actions. Her coach used active listening, helped Easton to find her own path of progress, helped Easton to identify and consider multiple

perspectives, and used questions to help Easton to consider and move in different directions. Easton's coach did not judge Easton, and she helped Easton to bring out what Easton already had inside of her in terms of existing knowledge, skills, and resources. Easton's coach developed rapport with Easton which created a safe and comfortable environment, and she picked up on and reflected back Easton's emotive verbal and non-verbal communication and gave Easton ample time to think.

The Learner

Easton as the learner: was committed to being honest, exploring and following passions, communicating clearly, being open minded and flexible, setting goals, and improving herself. She was committed to the process and followed up on actions, took full ownership of her goals, and did not expect her coach to have the answers.

Self-Directed Learning

As repeatedly expressed by Easton in the interviews and survey and as observed throughout the recorded coaching sessions, Easton invariably had and retained ownership of the content and learning during her coaching series. Specifically, Easton referred to her goals and actions as belonging to her, and she believed that success in coaching for learners is visible and measurable personal learning, as opposed to just goal attainment. For many coaches, the main purpose of coaching is to raise learners' self-awareness through questions and the coaching framework (Wilson, 2014). In terms of the client-centred theory, this is the attitude of empathic understanding (Rogers 1951, 1979, 1980, 1989). Easton's repeated references to the value and benefit of personal learning suggests that her coach was successful in raising her self-awareness through the expression of the client-centred attitude of empathic understanding (Rogers 1951, 1979, 1980, 1989). The multiple references that Easton made to her ownership of the content throughout the

coaching series also suggests that Easton was involved in a non-directive process that directly supports self-directed learning and self-initiated change.

The GROW Model

Coaches raise learners' self-awareness and express the attitude of empathic understanding through questions and a structured coaching model (Rogers 1951, 1979, 1980, 1989; Wilson, 2014). Easton's case data that support the presence of empathic understanding in her coaching alliance also contains multiple references to the use of the GROW model throughout the coaching series. In accordance with Easton's case data, the GROW model could be described as an explicit, flexible, and seamless framework that is used by coaches to support the development of learners' self-awareness. Specifically, Easton's case data suggest that her coach's use of the GROW model facilitated goal identification, goal prioritisation, and the articulation of challenging and meaningful goals that supported personalised learning. The GROW model was used as a process to: create success criteria, inquire into current reality, and explore options, resources, and actions. Additionally, the GROW model was used to promote and facilitate meaning-focused reflection, chunk goals into manageable next steps, and highlight Easton's learning and achievement. In summary, the data suggest that Easton's coach used the GROW model to systematically and effectively reduce any feelings of ambivalence that Easton might have had towards possible goal areas and facilitate behavioural change.

Flexibility in the Process

The need to have flexible scheduling arose during the group interview at the end of year one. Easton connected flexible scheduling with motivation, stating that allowing learners to reschedule when needed would increase their chance of entering the coaching session with high motivation and a growth mindset.

Collaborative Learning Culture

Easton's data suggest that coaching may be promoting a collaborative learning culture at Renaissance College. This is connected to the use of the GROW model by Easton's coach to facilitate reflection, support Easton in garnering different perspectives from others, and collaborative initiatives that may come about as a direct result of the Easton's actions. The fact that Renaissance College develops and uses internal coaches may also contribute to this, as staff members are working together to support each other's learning by design.

CHAPTER 10

Cross-Case Synthesis

Pre-Coaching

The pre-coaching interview questions were designed to garner data pertaining to participants' prior experiences of person-centred coaching, motivation for entering the coaching pathway, existing understanding of person-centred coaching, and expectations of the process. It is important to consider this information because this study's intra and post-coaching outcomes may have been influenced by the participants' pre-coaching attitudes, understanding, expectations, and motives.

Reasons for Entering the Coaching Pathway

Regarding the reasons for entering the person-centred coaching pathway, participants' motives varied. Adrian chose coaching because of her positive experiences with the process in the past. Specifically, she mentioned the benefits of having dedicated time to focus on her goals and develop herself. Bobbie entered the coaching pathway because she wanted to assist with this study and because she was looking for a more individualised professional development experience. Cameron opted for coaching because he wanted to learn to coach his students. He also wanted

to set goals for himself that would improve student learning via changes in his pedagogy and the creation of additional resources. Daryl was interested in learning more about coaching and was also seeking individualised professional development, and Easton had developed a passion for coaching through her previous experiences and studies and chose to be involved in coaching at Renaissance College as both a coach and learner. Though each participant entered the coaching pathway with a unique set of motives, all participants expressed an explicit interest in coaching. Nobody in this study asked to be coached without any prior knowledge of the process or without specific reasons in mind.

General Levels of Understanding

The data show that the participants possessed a wide range of understanding of coaching prior to the commencement of this study. Bobbie and Cameron entered the coaching pathway with the basic understanding that coaching was focused more on guiding, as opposed to advising. Adrian and Daryl began the coaching series with a clear understanding of coaching. Specifically, they both understood that coaching directly supports self-directed learning through the creation of conditions that facilitate an increase in self-awareness. They also had a basic understanding of the GROW model and how coaches use it to structure a coaching series. Easton had a more in-depth understanding of coaching, due to two years working as a trained coach. She had also studied aspects of coaching psychology while working towards her post-graduate degree in counselling.

The following sections are focused on participants' prior understanding of defining aspects of person-centred coaching such as coaching roles, structures, and processes. Garnering their levels of understanding was important because the norms of coaching, such as attentive and active listening and the continual use of reflective

and clarifying language, are not typically norms outside of a person-centred coaching context (Wilson, 2014). Entering a coaching partnership with misaligned expectations could, potentially, affect coaching outcomes (Wilson, 2014).

Understanding of the Role of the Coach

In terms of an understanding of the role that coaches play in person-centred coaching, all participants stated one or more of the essential attitudes that coaches must express as part of the person-centred approach. The participants' levels of confidence and detail varied predictably in alignment with each participant's amount of experience with coaching, nonetheless, the data suggest that each participant entered the coaching pathway with some idea of what to expect from his or her coach. Bobbie's initial response reflected the most uncertainty, containing terms such as *"aiding"* and *"helping"* regarding the actions of coaches. She then added that her coach might guide her in identifying her goals and actions and that, through questioning, her coach might help her to discover and utilise skills and strategies that she already possessed. Cameron did not provide a great deal of detail in his response, nevertheless, he explicitly stated that coaches guide learners and facilitate self-directed learning. Cameron also mentioned that, even though this methodology was initially challenging for him as a learner because he was looking for more advice from his coach, it eventually motivated him to learn more about coaching through coach training. Adrian, Daryl, and Easton all possessed a more in-depth understanding of the role of coaches at the beginning of their coaching series. This was reflected in their answers, which included elements of the role of a coach such as: expressing unconditional positive regard, congruence, facilitating an increase in learners' self-awareness, focused listening and questioning, and supporting goal setting and actions.

Understanding the Role of the Learner

Regarding their roles in the coaching partnership, four out of the five research participants stated that they needed to engage in the process with an open mind. Additionally, Bobbie and Daryl stated that their full commitment to coaching would be a key factor in determining their levels of success. Adrian, Cameron, and Easton provided more detailed information. Specifically, these three participants stated that they would need to be active in: setting goals and actions, reflecting on their current reality, and making decisions about their growth and development. In terms of previous experience as a learner, four out of the five participants had been previously coached at Renaissance College. Bobbie was the only participant who had not been coached, and Cameron's prior experience as a learner was limited to a condensed coaching series made up of only three sessions. This ubiquitous understanding of the importance of playing an active role in the coaching process among the participants probably contributed to their positive coaching outcomes in this study because they viewed coaching as a self-directed learning partnership and not something that was being done to them.

Understanding of Coaching Processes and Structures

Participants' understanding of specific structures and processes used in person-centred coaching ranged from no understanding to a comprehensive understanding. Bobbie and Cameron were unable to provide any specific information about the GROW model before they began the coaching series. Both Adrian and Daryl clearly articulated that the GROW model is used as a foundation for guiding questions to facilitate self-directed learning and self-initiated change. Daryl also shared that coaching sessions in a coaching series should be held approximately every four weeks. Easton was also able to explain that the GROW model was used in conjunction with guiding questions to facilitate self-directed learning and self-

initiated change, however, she also went into more detail regarding some of the specific coaching structures and skills used by coaches. Easton stated that coaches use attentive and active listening when coaching and that the GROW model was used to support learners in identifying goal areas and goals, prioritising goal areas and goals, and planning and executing action steps. Easton also stated that a coaching series is broken into a beginning session, several transitional sessions, and a final session.

Expectations of Coaching

Regarding expectations of person-centred coaching, each participant entered the coaching pathway with different goals. Bobbie was very open-minded in terms of her expectations. She stated that didn't have any specific expectations, nonetheless, she hoped that the process would be of value to her in some way. Adrian felt that the expectations sit with her as a learner. She stated that success would simply be taking the opportunity to fully explore her thoughts, then moving forwards flexibly from that point. Specifically, goal attainment was not an expectation. Daryl's response was very broad in nature. She stated that she just hoped to just learn something new through the process. Cameron and Easton were more explicit regarding their expectations. Cameron wanted to learn more about himself and more about person-centred coaching so that he could eventually use it to support his students. Easton stated that she wanted to use coaching to establish clear goals in a non-threatening environment and that she wanted to feel challenged throughout the coaching series. She also stated that she expected to feel consistently supported by her coach.

Success Criteria

Regarding success criteria for their coaching series, the participants' responses were specific, individual, and mostly in alignment with their comments regarding coaching expectations. Adrian explained that purely having the dedicated time

throughout the coaching series to sit with her coach and explore her thoughts and goals would meet some of her success criteria. She added that success would also be the creation of well-defined and meaningful goals and a course of action for each goal, however, goal attainment was not a success criterion. Bobbie was the only participant whose success criteria differed significantly from the stated expectations. When asked about expectations, Bobbie stated that she didn't have any clear expectations, however, when asked about success criteria, Bobbie shared that success would be becoming aware of her goals and the actions needed to progress towards them. Of course, it is perfectly reasonable for a person to have no expectations prior to an event, while, at the same time, hoping for a positive outcome. She also stated that, ideally, she would like to complete one of her goals. As part of her response to this question, Bobbie predicted that the coaching process would be open-ended and flexible and that her goals and how to achieve them would probably change at some point or points during the series. In line with his response to the expectations question, Cameron explained that success for him would be the use of coaching to enhance his students' performance. Daryl reiterated that success would be learning something new. She added that for her to achieve this, she would need to keep an open mind, fully commit to the process in terms of a high level of effort throughout the series and learn to become more relaxed during coaching sessions. At first, Easton simply stated that success would be becoming more self-aware by the end of the coaching series. After this comment, the interviewer asked her to expand further on her response. Easton shared that she would like to become more aware of her performance and level of effort in carrying out her roles at Renaissance College and feel confident that she had done the best she could in terms of goal achievement with the resources available. The high level of satisfaction expressed by all participants,

intra and post coaching, in terms of meeting their wide range of expectations and success criteria, suggests that person-centred coaching is an effective intervention for supporting individual needs.

Intra-Coaching - Coaching Processes and Structures

The participants were asked to list the processes and structures used in person-centred coaching to reveal what they perceived was happening in their coaching sessions. This information was vital in determining what participants were and were not aware of, as, understandably, a participant cannot evaluate something outside of his or her realm of awareness. All five research participants recalled and listed key coaching processes and structures, however, there was variation across the responses. Four out of the five participants stated that a typical coaching session provided learners with the opportunity to brainstorm and commit to a small number of actions that would be reviewed at the beginning of the subsequent session. A focus on setting and reviewing actions was more prevalent in the responses to this question than goal orientation, which was only listed by three of the participants. Goal orientation in person-centred coaching includes goal area identification, goal area prioritisation, in-depth goal creation, and goal review. Goal orientation and the action component of the coaching process are interdependent and usually occur in sequence, goal orientation prior to setting and reviewing actions, during the first two or three sessions of a coaching series. After this stage, coaches will typically use the GROW model flexibly to facilitate self-directed learning as needed. The greater prevalence of the action component in the data may be explained by the fact that all transitional sessions usually begin with an actions steps review and generally conclude with commitment to next steps actions. Goal review only occurs during the transitional sessions if the need arises. Other processes that were listed were: attentive and active

listening by two participants, open-ended and closed questions by two participants, the use of visual structures by one participant, and the EXACT (explicit, exciting, assessable, challenging, and time-framed) goal model by one participant.

Purpose of Coaching Processes and Structures

Regarding participants' understanding of why the abovementioned structures were used, three of the five participants explicitly referred to goals in their responses. Specifically, Adrian stated that open ended questions were used by coaches to support learners in identifying goals, Bobbie wrote that the coaching framework was used to assist learners in deciding on and carrying out action steps for their goals, and Easton explained that coaching structures facilitate reflection on goal achievement and the impact of actions. The core coaching concept of self-directed learning was prominent in two of the responses. Adrian shared that coaching allows learners to have and retain ownership of their ideas and decisions throughout the coaching series, and Cameron wrote that coaching processes are designed to help learners learn without instruction or advice from coaches. Self-awareness, a construct that underpins self-directed learning, was also mentioned by Bobbie. Bobbie stated that coaches raise learners' self-awareness by using coaching structures that assist learners in determining their needs. Other responses listed by the participants included: the use of processes and structures to make learners feel comfortable and at ease, the use of processes and structures to challenge learners' perspectives, the use of the GROW model to establish current reality, and the use of the GROW model to support learners in brainstorming and committing to actions.

Collectively, responses to the questions regarding the types of and uses for coaching processes and structures reflected all intended macro outcomes of person-centred coaching and the use of the GROW model at Renaissance College.

Specifically, the participants listed all elements of the GROW model, the facilitation of self-directed learning and increased self-awareness as key outcomes of person-centred coaching, and the use of the GROW model to support learners in: identifying and prioritising goal areas, establishing goals, reflecting on current reality, exploring possible action options, committing to and executing actions, and evaluating goal achievement and attainment. The data indicate that coaches at Renaissance College are using the abovementioned coaching process and structures purposefully, explicitly, and effectively. This notion is further strengthened by the fact that all participants rated the use of these coaching processes and structures as very effective.

Effectiveness of Processes and Structures

When discussing the effectiveness of coaching processes and structures, four out of the five participants stated that coaching helped them to clearly establish their goals and action steps towards those goals. This indicates that their person-centred coaches were actively supporting them as self-directed learners in terms of self-management, specifically. Additionally, two out of those four participants shared that the formalised nature of the coaching pathway provided them with dedicated time and explicit structures for exploring, setting, and reflecting on goals and actions. Individual answers also included: increased motivation and commitment to goals and actions, celebration of achievement, and facilitation of honest reflection.

The Role of the Learner

Four of the five participants explicitly stated that learners must be committed to the process for it to be successful. Specifically, commitment to coaching includes: being open and honest during the sessions, demonstrating goal achievement, being fully present during sessions, and being willing to think deeply and explore multiple action options. Cameron, who didn't explicitly state commitment to the process,

wrote that a learner must commit to self-directed learning. While this response is more specific in terms of focus, self-directed learning in a person-centred coaching context encompasses all elements listed by the other participants in response to this question. Overall, the participants' responses to this question indicate a clear understanding that person-centred coaching is built on a foundation of a trustful and committed working alliance between the coach and learner. Regarding learners as self-directed learners, this translates to an active role in the process.

The Role of the Coach

Regarding the role of the coach in person-centred coaching, all five participants agreed that coaches should guide learners' towards achieving their goals. Guiding in the context of person-centred coaching is the use of attentive and active listening, questions, and a framework, such as the GROW model, to facilitate self-directed learning and self-initiated change. It does not include the processes: mentoring, consulting, or counselling. This indicates that the participants are aware that coaches should actively support them as self-directed learners. Collectively, the participants stated that coaches help learners to: identify and prioritse goal areas, create goals, identify challenges, identify ineffective or negative actions, identify strengths and opportunities, and reflect on goal achievement and attainment.

Essential Actions for Learners

Regarding essential actions for the learner, four out of the five participants wrote that learners must: be open-minded, honest, and follow their passions. Additionally, four out of the five participants explicitly shared that learners must be committed to the coaching process in general and show a willingness to carry out actions that they have decided upon. The data suggest that learners must play an active role during their coaching series to increase the likelihood of success in terms

of their own growth and development. This understanding matches the description of the coaching partnership as a working alliance. A working alliance in the context of non-directive coaching is where both coaches and learners are actively working together to facilitate self-directed learning.

Essential Actions for Coaches

Regarding coaches' essential actions, three out of the five participants directly referred to the importance of coaches' efforts in building relationships with learners. Collectively, all five participants stated specific elements and attitudes of coaching that contribute to the formation of a successful and trustful coaching relationship. The elements and attitudes listed by the participants were: attentive and active listening, non-judgmental respect, the facilitation of self-directed learning through reflective learning structures and processes, the use of the GROW model in general, the use of open-ended questions, and the use of the GROW model to facilitate the exploration of action options.

The Working Alliance

Regarding their general understanding of the working alliance in coaching, participants' responses were reflective of their responses to previous questions regarding roles and essential actions of coaches and learners. Specifically, four of the five participants listed actions for both coaches and learners, clearly indicating that both coaches and learners must play an active role in the working alliance. The only participant who didn't explicitly mention learners' actions was Bobbie. Bobbie had the least amount of experience with and exposure to coaching prior to the beginning of this study, so her response may have been limited in terms of detail because of this fact. Regarding the specific actions that coaches take to build a coaching relationship, the participants listed: asking guiding questions, active listening, showing non-

judgmental respect, and maintaining confidentiality during and post coaching series. For learners, the participants listed: committing to self-improvement, being decisive, setting goals, exploring action options, being open and honest, and being willing to challenge themselves.

The data indicate that coaches and learners at Renaissance College effectively carried out the abovementioned key coaching actions. Regarding coaches specifically, all participants explicitly stated that their coaches expressed the essential client-centred attitudes. The data, therefore, support client-centred theory and the analytic generalisation that the client-centred attitudes contribute to the formation of a trustful working alliance. Trustful working alliances have been shown to be effective in supporting self-directed learning.

Satisfaction, Effectiveness, and Success

When all participants considered the success criteria that they set at the beginning of the coaching series, they indicated clearly that they met them. The data suggest that the coaching process has been effective for them in terms of supporting them as self-directed learners. In terms of their levels of satisfaction regarding the coaching process up, four out of the five participants stated that they were very satisfied. The other, Bobbie, stated that she was quite satisfied. The data align with the previous positive responses that indicate that all participants felt that they had met their series' success criteria.

The participants then shared their reasons for their satisfaction. Three out of the five participants referred directly to their own goals. Bobbie and Cameron stated that the coaching process had supported them in identifying goal areas, creating goals, and making significant progress towards their goals. Adrian pinpointed the dedicated time that coaching provided her with to think about her goals, set goals, and plan and

carry out actions that were appropriately chunked in terms of stepping stones and timeframes. The other two participants specifically referred to the relationships with their coaches. Both Daryl and Easton highlighted how the trusting relationships with their coaches made them feel comfortable, safe, supported, and able to make progress without judgement. All responses connect directly with the core purpose of coaching – to collaboratively create conditions that support the realisation of human potential and facilitate self-directed learning - and the essential attitudes that coaches must express – congruence, unconditional positive regard, and empathic understanding.

Coaching "Hurdles"

Three out of the five participants stated that they had not encountered any hurdles that were preventing them from getting the most out of the coaching pathway. Daryl indicated that there was a minor challenge that wasn't having a significant impact on the coaching process for her, and Easton shared that scheduling coaching sessions had provided a challenge on occasions. When asked to expand on her answer, Daryl also shared that scheduling sessions had been a minor challenge at times. Given that coaching is inherently a collaborative process, scheduling times to meet could, potentially, become a challenge in a coaching series in any context. Nonetheless, the data are useful in that they provide feedback that provides an opportunity for the Renaissance College senior leadership team to explore ways to facilitate the scheduling process for all coaches and learners. One action that has already been taken in response to this feedback is the instruction to coaches to be as flexible as possible when it comes to arranging coaching sessions. This includes the explicit communication of this flexible approach at the beginning of and during coaching series.

Final Comments

Three of the five participants chose to add comments, and all three clearly expressed that they enjoyed the coaching process. Cameron stated that he would do it again, Adrian expressed her gratitude for the dedicated time that she had to create and reflect upon her goals, and Daryl shared that coaching supports self-improvement in both the personal and professional domains. These comments, when considered independently, are not significant in the context of this study. When combined with the preceding data that report satisfaction with the coaching process, however, they reinforce positive associations with coaching. The fact that three participants chose to reiterate satisfaction without a direct question pertaining to it, demonstrates motivation to do so. The other two participants did not report anything in response to this question.

Post-Coaching - Coaching Pathway General Reflections

All participants reported positive and constructive experiences during their coaching series. Three out of the five participants shared that they found the dedicated time to focus on their goals useful because it gave them time and space to explore and identify existing knowledge and skills that they could use to move them towards goal attainment. These participants reported that the most important factors that contributed to the process were the questions that their coaches asked them, as well as the periods of focused reflection and discussion that resulted from those questions. Adrian added that she appreciated the non-judgmental respect from her coach, and Cameron explained that the questions that his coach asked supported him in thinking about using the resources that he created during the coaching series in useful ways that he hadn't previously considered. Daryl and Easton highlighted different positive

aspects of their coaching experiences. Daryl stated that the flexibility that her coach afforded her in terms of scheduling made the process more enjoyable, as it led to coaching sessions where she could focus on her goals without distractions. Daryl also shared that she achieved more during her coaching series in relation to other developmental pathways at Renaissance College. Easton shared that this coaching experience proved to be different to her previous coaching series because of the pre-existing relationship with her coach. Easton explained that she knew her coach well prior to the beginning of the series and that her coach occupies a similar professional role at Renaissance College. Easton stated that, due to these factors, both her and her coach needed to focus carefully on the coaching process to minimise the impact of their personal relationship, as well as carefully consider how the time in each session would be best used. For Easton, this led to very effective and efficient coaching sessions that resulted in the identification and pursuit of ambitious goals.

GROW Model Reflections

Only two of the five participants specifically referred to the individual elements of the GROW model as part of their responses. Bobbie was not initially aware of the parts of the GROW model during the group interview. Once she became aware of them via responses from the other participants, Bobbie posited that the seamless and fluid nature of her coaching experience, which she asserted as a positive aspect, was the reason that it was difficult for her to identify the components of the GROW model. Adrian also referred to her experiences with the GROW model as seamless and fluid, adding that this allows learners to focus on different aspects of goal achievement and goal attainment as needed. After Adrian had stated each part of the GROW model in front of her group, Bobbie confirmed that she could identify each component in her coaching series on reflection. Collectively, there was a

sentiment that the GROW model allowed learners a great degree of flexibility when it comes to goal creation and achievement. Adrian shared that goals created within the framework of the GROW model can be both personal and professional. She also stated that time for celebration of achievement was part of her coaching experience. This was important to her because it made her aware of how far she had progressed. This contributed to a sustained level of high motivation throughout the coaching series. Bobbie also highlighted the opportunity to set both personal and professional goals. Additionally, she shared that the GROW model was flexible enough to allow her to move to another goal once one was completed. Cameron explained that the GROW model worked well for him because it allowed him the flexibility to focus on just one goal. This was important to him because he received student feedback linked to his goal achievement that motivated him to further develop connected resources, structures, and processes. This was not Cameron's initial intention after creating this goal, however, this became his preference over time. Daryl also referred to the flexibility of the GROW model regarding personal and professional goals. Specifically, Daryl explained that she deliberately set out to create and work towards professional goals, however, the coaching structure and process facilitated a natural tendency in her to identify the links between her personal and professional contexts. Daryl quickly became comfortable with this realisation and direction because she could see the value in it. Though she did not believe that she will ever complete this personal goal, the progress that she made was beneficial to her in both personal and professional contexts. Easton shared that she was provided the flexibility to identify and explore goal areas that she felt she could directly influence. Easton also stated that, because her goals were more ambitious than in past coaching series, she was

unable to fully complete any of them. Overall, though, Easton felt that she had achieved a great deal.

Additionally, Daryl and Easton both shared their perspectives on how effective they deemed the GROW model to be throughout their coaching series. Daryl stated that, on a 10-point scale, the GROW model was a nine out of 10 in terms of effectiveness. Daryl shared that the only challenge that prevented her from rating it a 10 out of 10 was the minor difficulties regarding the scheduling of coaching sessions. She stated that her coach was very flexible in terms of providing a range of scheduling options for her, nonetheless, her perspective was that this will always be a challenge for teachers unless it is something that is only done outside of school hours. Daryl also shared that her high rating stemmed from the fact that having dedicated time, a structured process, and an assigned coach made it much easier for her to create important goals and stay focused throughout the coaching series. Daryl liked the flexibility and ownership aspects of the coaching process, however, it was also the structured aspect that supported her in keeping focused on and continually making progress towards her goals. Easton rated the effectiveness of the GROW model as eight out of 10 for her. She listed the same scheduling challenge as Daryl. Additionally, Easton stated that resources for goal achievement weren't always available to her. In terms of effectiveness, it is important to note that person-centered coaching is not designed to provide external resources and opportunities to learners. It simply provides a structure and framework to facilitate the identification of both internal and external resources and opportunities.

The Role of Learners

Regarding the role of learners in the coaching process, the collective sense from participants was that learners should be committed to the process and

responsible for generating their goals and actions throughout. Adrian shared that learners must be willing to invest in and drive the coaching process. She stated that this should be in an environment that is free from judgement. Adrian explained that coaches will check-in rather than check-up on learners and that this lack of pressure from coaches encourages and motivates learners to take risks. Bobbie agreed with Adrian's perspective on the role of learners and did not offer any additional information. Cameron specifically stated that learners must be committed to the coaching process to benefit from it. He acknowledged that he didn't feel pressure from his coach to commit to the process or carry out actions, nonetheless, he understood that in a working alliance, both the coach and learner must play active roles. Cameron also added that it is learners' responsibility to think about and respond to the guiding questions offered by coaches. Daryl and Easton were not specifically asked this question during their group interview.

The Role of Coaches

Regarding the role that coaches play, the three participants who directly responded to this question stated the same core elements. Their answers also align with the key tenants of client-centred theory. The participants, Adrian, Bobbie, and Cameron, explained that the role of coaches is one of facilitation and guidance, as opposed to one of direction and advice. They shared that coaches use a coaching model, such as the GROW model, to frame guiding questions that are designed to support learners' capacity to direct their own learning. Specifically, they stated that coaches provide time and questions for learners to explore their thoughts, set goals, and identify and use existing skills and knowledge to achieve their goals. They also shared that coaches support learners in identifying and sourcing external resources, such as mentors, in the pursuit of goal achievement. In effect, a clearly defined

solutions-focused approach. All participants made it clear that coaches do not judge learners in any way during the coaching process and that, as a direct result of this, learners should not feel under pressure from coaches to think or act in ways which are not of their choosing. Adrian explicitly shared that these coaching attitudes and processes help coaches to get to know and understand learners well over the course of a coaching series. This assists coaches in building trustful and functional relationships with learners. Adrian highlighted the functionality of a trusting relationship by sharing that effective coaches who know learners well will invariably adjust their coaching strategies and tactics to meet the need of learners. She gave the example of a coach who understands a learner well enough to know when to remain silent and allow the learner ample time to think. Adrian explained that the same coach may use a different tactic, such as asking more probing questions, when coaching a different learner who may benefit more from this approach. Additionally, Cameron shared that he has benefitted strongly from coaches who have asked him to consider his goals and goal achievement from different perspectives.

Success Criteria

All three of the participants that responded to this question reported that they had met the success criteria that they defined at the beginning of the coaching pathway. Both Adrian and Bobbie explained that they were confident that they had met their success criteria because the coaching framework and processes made it very easy for them to identify evidence of progress and attainment. Specifically, they highlighted the following coaching structure and process outcomes: clear and detailed goals, well defined success criteria for each goal, an action component that involved chunking larger goals into stepping stones, a set of manageable action steps at the end of each transitional coaching session, and reflection on previous action steps, stepping

stone progress, and goal achievement and attainment at the beginning of each transitional session. Both Adrian and Cameron also stated that their coaches used a reflective framework of questions throughout the coaching series to help them acknowledge and celebrate success. They shared that this was very effective in terms of highlighting significant progress that had been achieved through small steps over time. Additionally, Cameron shared that he failed to complete his second goal because his attention and energy was completely focused on his first goal throughout the coaching series. He was grateful that his coach afforded him the flexibility to do this because this was his area of greatest motivation. Cameron's decision to focus only on his first goal, led him to achieve far more than he expected. As part of this discussion regarding the fulfilment of success criteria, the interviewer asked the three participants whether they would categorise their motivation as intrinsic or extrinsic in nature throughout the coaching series. Adrian and Bobbie stated that their initial motivation was extrinsic. Specifically, they were focused on the extrinsic rewards linked to goal attainment. Once they became involved in the coaching series, they both explained that they became intrinsically motivated. In this context, intrinsic motivation refers to a willingness to participate in the coaching process to experience personal growth and development. Cameron explained that he felt that he was intrinsically motivated from the outset of the coaching series because his prime motivation was to learn more about the coaching process, itself. It could be argued that the desire to accumulate and use coaching knowledge and skills is a form of extrinsic motivation, nonetheless, Cameron clearly stated that he wanted to learn more about himself via the coaching process and share this opportunity with his students by using a coaching approach with them. In connection to the comments that Bobbie and Cameron made regarding their own intrinsic motivation linked to

coaching, they both became trained coaches after participating in this study. This may indicate that their own growth and development motivated them to share the experience with others directly as coaches. Adrian was already a trained coach prior to the commencement of this study.

Strengths and Weaknesses of the Coaching Pathway

Regarding strengths and weaknesses of the coaching pathway, the responses from all participants were similar and focused heavily on strengths. All participants agreed that success in coaching hinges critically on the skills of and relationship with the coach. All participants shared that they had positive and constructive relationships with their coaches during their coaching series. They stated that coaching is a valuable experience because of the ownership of learning that learners have and maintain within the coaching framework. They expanded on this point by adding that the ownership of content and goals is felt because coaches do not judge learners. Specifically, they stated that coaches actively encourage and facilitate thinking, discussion, and reflection by being fully present and using attentive listening, active listening, and questions connected to the GROW model framework. This supports self-discovery and self-directed learning. Regarding the challenges and recommendations linked to the coaching programme at Renaissance College, the groups reached a consensus on three points. First, all participants agreed that scheduling can be difficult at times. To overcome this, the participants agreed that coaches need to be as flexible as possible in terms of options for coaching sessions and rescheduling, even at short notice. They all reported that their coaches were flexible in this regard. Second, there was agreement that the Professional Reflection and Development form, used to summarise each learner's experience at the end of a coaching series, was more suited to a performance management model than a self-

directed learning model. Finally, the participants recommended that learners should be able to state coach preferences during the matching process. Bobbie noted that this process is already in place.

Final Comments

Four of the five participants chose to comment. Adrian and Bobbie agreed that coaching is a very positive developmental approach for teachers at Renaissance College. They also noted that they felt that coaching had been very effective in helping staff members to get to know and understand each other. They highlighted the opportunity for this to occur across the college through the facilitation of primary school and secondary school coaching relationships. Daryl reiterated that this developmental pathway was the most beneficial to her in relative terms, and Easton stated that elements of coaching, such as attentive and active listening, are used by her on a regular basis in all facets of her life.

CHAPTER 11

Conclusion

Thesis Statement and Research Questions

The thesis statement pursued in this research project was: person-centred coaching is an effective coaching intervention for teacher development. To test this thesis statement, I developed a two-part research question which was tested using multiple-case study methodology involving primary school teachers employed at a Renaissance College, Hong Kong. Specifically, the research questions were:

1. How and why, if at all, do teachers benefit from the attitudes of client-centred theory and the person-centred coaching process?
    a. Which person-centred coaching structures and processes do teachers find *most* useful in facilitating self-directed learning? How and why?
    b. Which person-centred coaching structures and processes do teachers find *least* useful in facilitating self-directed learning? How and why?

Which Person-Centred Coaching Structures and Processes Do Teachers Find Most Useful in Facilitating Self-Directed Learning? How and Why?

The working alliance.

The first theme that clearly arose during the analysis of the cases was that all participants' coaching success, in terms of their perceived goal achievement, personal and professional development, and positive experiences during their coaching series, occurred within the context of trustful working alliances that all participants and their coaches established collaboratively. All participants repeatedly referred to the tenets of client-centred theory (Rogers 1951, 1979, 1980, 1989), both directly and indirectly, when

they described and discussed their coaching relationships. Specifically, they emphasised the non-judgemental nature of the working alliance, as well the ability of their coaches to express empathic understanding and accuracy by reflecting and clarifying their words and asking appropriately situated questions within the GROW model framework. This process is integral to person-centred reflection which has been shown to facilitate deep values-based learning and the identification of intrinsic motivation (Bates & Watts, 2015; Hoekstra, 2007; Korthagen et al., 2001; Mansvelder-Longayroux, Beijaard, & Verloop, 2007; Patti et al, 2015; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018). The study data suggest that the coaches were facilitating person-centred reflection through the working alliance because participants explicitly expressed a shift to intrinsic motivation during the coaching process, as well as a consistent belief that they had full ownership of their learning. Both of these characteristics have been linked with successful coaching in educational settings (van Nieuwerburgh, 2018). All participants also indicated that their coaches were mentally present and invested in their success and development during coaching sessions (expressing congruence). This is another characteristic of successful coaching in educational settings (van Nieuwerburgh, 2018). It is important to note, however, that three of the five participants reported positive relationships with their coaches prior to the commencement of their coaching series, so this may have contributed to those impressions. Client-centered theory explicitly states that, regardless of pre-established relationships, the attitudes of congruence, unconditional positive regard, and empathic understanding must be expressed by the coach consistently throughout the coaching process for it to be successful. In all cases, these attitudes were expressed by coaches. What remains unknown is the effect that a pre-existing positive

relationship between a coach and a learner has on the working alliance in coaching (Rogers 1951, 1979, 1980, 1989). This could be investigated in future research.

The role of coaches.

The study data suggest that the coaches guided learners using questions to: set goals, identify internal knowledge and skills, identify external resources and opportunity, help learners learn from what they already knew, help learners learn more about themselves, and help learners move towards goal attainment via actions. They used attentive and active listening, helped learners to break large goals into smaller, manageable parts, helped learners to identify and consider multiple perspectives, provided a flexible framework for learners that encouraged discovery and supported divergence, and did not judge learners. The aforementioned suggests that the coaches used a clearly defined structure and set of processes that allowed the teachers to identify their own learning needs, establish action steps, and actively reflect throughout the cycle of intervention. These characteristics have been associated with teacher development in educational settings (Bates & Watt, 2015; Shernoff et al, 2015; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018). The participants also reported that the coaches supported them by encouraging them to use their existing knowledge and skills. Additionally, participants shared that their coaches created a safe and comfortable environment for them through the development of a rapport, noticed and reflected back their emotive language (verbal and non-verbal), and gave them ample time to think. A consistent effort from coaches to support learners has been linked to learners trusting coaches, and thus, positive learner engagement in coaching in schools (Patti et al, 2015; Tanner, Quintis, & Gamboa, 2017; van Nieuwerburgh, 2018).

Possibly influenced by the coaches' supportive attitudes and actions in this study (Patti et al, 2015; Tanner, Quintis, & Gamboa, 2017; van Nieuwerburgh, 2018), learners expressed that they were committed to: being honest, exploring and following passions, communicating clearly, being open minded and flexible, setting goals, and improving themselves. Participants reported that they were active participants in the working alliance, were committed to the process and followed up on their stated action plans, took full ownership of their goals, and didn't expect their coaches to have the answers or give advice. The data suggest that all coaches were using a person-centred approach that facilitated learning that stemmed from the participants' core strengths, values and motivation (Bates & Watt, 2015; Hoekstra, 2007; Korthagen et al., 2001; Mansvelder-Longayroux, Beijaard, & Verloop, 2007; Patti et al, 2015; Rogers 1951, 1979, 1980, 1989; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018).

The facilitation of self-directed learning.

As repeatedly expressed by the participants in the interviews and survey and as observed throughout the recorded coaching sessions, learners invariably had ownership of the content and learning during their coaching series. Specifically, all participants referred to their goals and actions as belonging to them, and they believed that success in coaching for learners is visible and measurable personal learning, as opposed to just goal attainment. Ownership of and responsibility for learning are essential conditions in self-directed learning that pertain to the core aspects of: motivation and volition, self-management, and self-monitoring (Abdullah, 2001; Bates & Watt, 2015; Boyatzis, 2001; Garrison, 1992, 1997; Grow, 1991; Guglielmino, 2008; Lowry, 1989; Loyens et al., 2008; Merriam, 200; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018). These

findings suggest that Renaissance College coaches are creating favourable conditions for self-directed learning when expressing the client-centred theory attitudes and operating within the person-centred coaching framework (Bates & Watt, 2015; Knight, 2011; Korthagen et al, 2013; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018).

The main goal of coaching in the facilitation of self-directed learning is to raise learners' self-awareness through questions and the coaching framework (Abdullah, 2001; Bates & Watt, 2015; Boyatzis, 2001; Garrison, 1992, 1997; Grow, 1991; Guglielmino, 2008; Knight, 2011; Lowry, 1989; Loyens et al., 2008; Merriam, 2001; Patti et al, 2015; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018; Wilson, 2014). In terms of client-centred theory, this process is facilitated by coaches via the attitude of empathic understanding (Rogers 1951, 1979, 1980, 1989). The participants' repeated references to the value and benefit of personal learning suggests that their coaches were successful in raising their self-awareness through the expression of empathic understanding (Bates & Watt, 2015; Rogers 1951, 1979, 1980, 1989; van Nieuwerburgh, 2018). The multiple references that the participants made to the ownership of the content throughout the coaching series also suggest that they were involved in a non-directive process that directly supported self-directed learning and self-initiated change (Abdullah, 2001; Boyatzis, 2001; Garrison, 1992, 1997; Grow, 1991; Guglielmino, 2008; Lowry, 1989; Loyens et al., 2008; Merriam, 2001; Patti et al, 2015; Shernoff et al, 2015; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018).

The GROW model.

As stated in the previous paragraph, coaches raise learners' self-awareness and express the attitude of empathic understanding through questions and a structured

coaching model (Bates & Watt, 2015; Knight, 2011; Patti et al, 2015; Rogers 1951, 1979, 1980, 1989; Shernoff et al, 2015; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018; Wilson, 2014). The study data that support the presence of empathic understanding in the coaching alliances also contain multiple references to the use of the GROW model throughout the coaching series. In alignment with the study data, the GROW model is an explicit and flexible framework that has been shown to support the development of learners' self-awareness in educational contexts (Patti et al, 2015; Shernoff et al, 2015; van Nieuwerburgh, 2018). Specifically, the study data suggest that the coaches' use of the GROW model facilitated goal identification, goal prioritisation, and the articulation of challenging and meaningful goals. It was evident that all participants' goals were personalised because no two goals were the same and each participant shared that each goal came entirely from his or her thinking and feeling. This data, then, suggest that the coaches' use of the GROW model in this study supported person-centred learning. Additionally, the study data indicate that coaches' use of the GROW model supported: the creation of success criteria, inquiries into current reality and actual states, the exploration of possible options, resources, and actions for goal achievement, feedback processes via regular opportunities for person-centred reflection, and the chunking of goals into manageable next steps. These findings are aligned with current research on the effectiveness of formalised coaching models in educational settings (Bates & Watt, 2015; Knight, 2011; Patti et al, 2015; Shernoff et al, 2015; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018).

In summary of the GROW model, the data suggest that all coaches used it to systematically and effectively facilitate person-centred learning experiences for the participants (Bates & Watt, 2015; Knight, 2011; Patti et al, 2015; Shernoff et al, 2015;

Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018). Specifically, this is personalised learning experiences that stem from the learner' core strengths, values and motivation (Hoekstra, 2007; Korthagen et al., 2001; Mansvelder-Longayroux, Beijaard, & Verloop, 2007; Rogers 1951, 1979, 1980, 1989; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018). The data also suggest that the GROW model may have been useful in reducing any feelings of ambivalence that the learners had towards goal areas and subsequent behavioural change.

Which person-centred coaching structures and processes do teachers find *least* useful in facilitating self-directed learning? How and why?

Fixed and inflexible scheduling.

The need to have flexible scheduling arose during both group interviews. The participants connected flexible scheduling with motivation, stating that allowing learners to control scheduling to some degree would increase the likelihood of learners entering coaching sessions energised and free from distraction. These findings suggest that fixed, inflexible scheduling would diminish the effectiveness of coaching in a school setting (Shernoff et al, 2015). Coaching research in educational contexts has shown that learners are more likely to experience meaningful learning and development if they consistently engage with coaching (Piper & Zuilkowski, 2015; Shernoff et al, 2015; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018). It stands to reason then, that strategies and tactics that facilitate flexible scheduling should be considered. A recommendation in response to this data is the facilitation of flexible scheduling through an agreed protocol that fits the context of a school's coaching programme. For example, a school that utilises

internal coaches might offer the opportunity to learners to reschedule within a clearly defined timeframe prior to planned coaching sessions.

A performance agenda.

The use of the Personal Reflection and Development (PR&D) form at Renaissance College to capture a summary of each learner's experience was reported to be an unhelpful tool. This form was originally devised as a part of a performance management approach and, as such, was not seen as a natural and appropriate fit for self-directed learning and coaching. In summary, the participants connected it to a philosophically incongruent process, performance management, and felt that it directed learners to share confidential information. Coaching research in education suggests that upholding confidentiality is vital in the creation of trust in the coach-learner alliance (van Nieuwerburgh, 2018). A recommendation is to create a recording form that is purely for the learner to record his or her own learning. Additionally, an electronic or physical logbook could be used to track coaching partnerships across the school without revealing confidential details.

Considerations and Recommendations for Schools

While most of the themes and patterns of meaning from this study align to varying degrees with both person-centred and self-directed learning, there are some considerations and accompanying recommendations that schools leaders interested in implementing person-centred coaching might find useful. First, the coaching approach used by Renaissance College requires coaches to participate in a three-day intensive coach training course that extends to a fourth day of assessment and evaluation after a four-week block of practice time before they can coach others. This type of training is expensive and temporarily removes teachers from their teaching assignments. The

significant cost and time investment may then become further amplified if a school commits to continuous capacity building as demand for coaching increases and the need to replace outgoing teacher coaches arises.

The coaching process for learners at Renaissance College is also time intensive. On average, each learner receives six 30-minute coaching sessions throughout an academic year. As stated in the previous section, participants in this research reported the need for flexible scheduling to support this approach. Additionally, as has been discussed in chapter two and highlighted in this chapter, research on coaching in education suggests that consistency is vital for success in coaching and flexible scheduling increases the likelihood of consistency (Piper & Zuilkowski, 2015; Shernoff et al, 2015; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018).

To effectively support such a significant investment in coaching, Renaissance College has created and implemented several support mechanisms and resources. First, as trust between coaches and learners is linked to meaningful learner engagement in coaching (Patti et al, 2015; Tanner, Quintis, & Gamboa, 2017; van Nieuwerburgh, 2018), explicit expectations pertaining to the maintenance of confidentiality were created and shared. The active maintenance of confidentiality, in addition to a consistent supportive attitude and accompanying actions from coaches, has been shown to contribute to the development of trust in the working alliance (van Nieuwerburgh, 2018). While this initiative has probably contributed to greater learner confidence in the maintenance of confidentiality by coaches at Renaissance College (This was not tested as part of this study.), it should be noted that regular reinforcement of the expectations and the development of a reporting system for breaches of confidentiality might be useful. This is because clarity of formal coaching expectations, as part of a formal structure and

approache to coaching, has been linked to meaningful learner engagement in coaching (Bates & Watt, 2015). Next, to increase the likelihood of quality assurance and continuous improvement in a formal and consistent manner (Bates & Watt, 2015; Ercikan & Roth, 2014), learner feedback mechanisms have been implemented. These mechanisms include, but are not limited to, formative and summative coach-solicited feedback to learner experience surveys. Finally, to support continuous learning and development, Renaissance College periodically reflects and decides on appropriate professional development opportunities (Ercikan & Roth, 2014) for trained coaches. This developmental support ranges from coaching for coaches to refresher or mastery coaching workshops. While professional development for coaches contributes to their learning and growth (Ercikan & Roth, 2014), the specialised nature of coaching and its well-established roots in the corporate sector (Feldman & Lankau, 2005; Levenson, 2009; Page, 2002; Schlosser, Steinbrenner, Kumata, & Hunt, 2006; Smither, 2003; Thach, 2002) may mean expensive training options for schools as well as time away from students for those being trained.

In terms of recommendations to improve the coaching approach at Renaissance College, particularly in response to the information above, the positive themes throughout this study linked to the essential attitudes of client-centred theory (Rogers, 1961, 1980, 1989) may offer a way forward. As most of the prohibitive challenges stem from the costly, time-intensive, and labour-intensive nature of this coaching intervention, sourcing or creating and implementing a short-form person-centred model and process that encompasses the essential client-centerd attitudes (Rogers, 1961, 1980, 1989) may be a more viable option for many schools. A short-form coaching model should require less

training and cost to set-up, making it, potentially, easier to implement and maintain. There is also the possibility of developing a structure and process that only requires the user to understand the fundamentals of person-centred development and coaching, such as: basic listening skills, conversations driven by questions instead of advice, and supporting learners in identifying and using their strengths. A functional grasp of the basics of coaching and person-centred development, including the aforementioned essential aspects, might suffice in terms of the effective facilitation of self-directed learning (Bates & Watt, 2015; Korthagenet al, 2013; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018). This type of approach would probably allow schools to train staff members as coaches more quickly and easily and at a lesser cost than the process described at the beginning of this section.

Limitations of the Study

While the findings from this research weigh heavily in favour of the positive aspects of the facilitation of self-directed learning in teachers through person-centred coaching, there are several study limitations to consider. It is important to consider the following limitations, as they may have affected the coaching processes and results of this study. Researchers who are interested in conducting coaching studies in schools should take note of these limitations so that they might find ways of overcoming or avoiding them.

When analysing this study's data, it became apparent that it was challenging to authentically measuring success in coaching (Schlosser et al., 2006; Wang, Huiping, Weiguo, Shou & Yiliang, 2016). First, developing a way of truly measuring the value and impact of coaching is difficult (Page, 2002; Schlosser et al., 2006; Wang et al, 2016). Specifically, the challenge in evaluating the effectiveness of coaching lies in the

difficulty in isolating the distinct benefits (Levenson, 2009; Smither et al., 2003; Thach 2002; Wang et al, 2016). Self-reported data may also be problematic, as participants may feel obliged to voice expected outcomes (Feldman & Lankau, 2005; Grant, Curtayne & Burton, 2009). It was valuable to consider this stance in the context of this study, as a large amount self-reported data were analysed and used to draw conclusions. In response to this, a theoretical proposition was used as a foundational and consistent reference point for the data (Yin, 2009). Specifically, all data were considered in terms of either expanding on contradicting the essential person-centred attitudes of client-centred theory. The use of Grounded Theory (Holloway & Todres, 2010) in future studies may be a way to enhance the methodology due to the use of multiple types of data sources.

My primary principal role at Renaissance College may have influenced the participants' self-reported data. Though measures were taken to mitigate the positional power differential between the participants and me, the fact remains that it existed and could have led to participants' reporting what they thought I wanted to hear. Part of my motivation to conduct this research came from a genuine desire to learn more about and improve the coaching pathway at Renaissance College. On reflection, it may have been possible to study a similar coaching approach at another school and apply the learning at Renaissance College. This course of action, of course, is contingent upon finding a coaching pathway that is based on the person-centred approach.

Though this multiple case study was carefully considered and designed to make analytic generalisations by using replication logic and expanding on a theory, it still only represents the perspectives of five teachers. These perspectives in the interpretivist paradigm are valid, however, an argument could be made that the next five teachers who go through the person-centred coaching pathway at Renaissance College may tell a very

different story, particularly if the researcher wasn't the primary principal (Patti et al, 2015; Wang et al, 2016). There is a need for further inquiry into the effectiveness of person-centred approaches to professional development, such as person-centred coaching.

The participants in this study all had pre-existing relationships with their coaches. This is because of all of the coaches were also teachers at Renaissance College. Though the coaches were trained and appeared to understand their roles throughout this study, it is impossible to know how much the pre-existing relationships influenced the outcomes. The research on the use of internal versus external coaches contained in the literature chapter outlines potential benefits and disadvantages for both internal and external coaches, so further studies that use both may be provide valuable data.

Summary

The findings in this study suggest that person-centred coaching supports person-centred learning. This is evident because the participants reported that person-centred coaching facilitated self-directed learning by providing them with a framework and set of processes with which to create a personalised learning environment, learning orientation, and a learning agenda (Abdullah, 2001; Bates & Watt, 2015; Boyatzis, 2001; Garrison, 1992; Hoekstra, 2007; Korthagen et al., 2001; Mansvelder-Longayroux, Beijaard, & Verloop, 2007; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018; Wilson, 2014). Specifically, person-centred coaching supported person-centred learning by: providing a learning relationship that raised learners' self-awareness about their core qualities, motivation, values, competencies, behaviours, and developmental opportunities (Bates & Watt, 2015; Hoekstra, 2007; Knight, 2011; Korthagen et al., 2001; Mansvelder-Longayroux, Beijaard, & Verloop, 2007; Tanner, Quintis & Gamboa, 2017; van

Nieuwerburgh, 2018), promoting learner responsibility, promoting and facilitating the creation of learning relationships with others, and encouraging learners to seek out and consider multiple perspectives (Abdullah, 2001; Boyatzis, 2001; Garrison, 1992; Shernoff et al, 2015; Tanner, Quintis & Gamboa, 2017; Wilson, 2014).

Traditionally, research has been focused on the self-management aspect of self-directed learning, however, it is also vital to support the other aspects of self-directed learning that include: critical thinking, the construction of meaning, and motivation. Person-centred coaching appeared to facilitate motivation and volition, external task management, and cognitive responsibility. If person-centred coaching supports the aforementioned aspects of self-directed learning to some extent, then it could be said that person-centred coaching supported a comprehensive model of self-directed learning (Abdullah, 2001; Garrison, 1997; Wilson, 2014).

To effectively facilitate self-directed learning, organisations should support learners in identifying a state of discontinuity at the beginning of the process. In this context, discontinuity refers to a recognised gap between a learner's ideal self and current self (Boyatzis, 2001). Person-centred coaching at Renaissance College incorporates the GROW model, which is used by coaches in an effort to facilitate the creation of states of discontinuity in learners. From a state of discontinuity, a coach is then able to use the GROW framework to support learners in self-directed learning. Specifically, the data suggest that the GROW model is an effective self-directed and person-centred learning structure because it allows the learner to: create and maintain ownership of meaningful goals, identify a current self, identify an ideal, future self, identify and use strengths and existing knowledge and skills in a solutions-focused manner, create a realistic and manageable plan of action, reflect on learning and progress periodically, and make

learning and action adjustments based on reflections and feedback (Bates & Watt, 2015; Boyatzis, 2001; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018).

In conclusion, the attitudes of client-centred theory and person-centred coaching provide a learning relationship, a specific framework and set of processes that directly support person-centred learning and self-directed learning (Bates & Watt, 2015; Hoekstra, 2007; Korthagen et al., 2001; Mansvelder-Longayroux, Beijaard, & Verloop, 2007; Patti et al, 2015; Rogers 1951, 1979, 1980, 1989; van Nieuwerburgh). Person-centred coaching supports person-centred and self-directed learning by providing learners with focused and continuous opportunities to learn more about their core qualities, motivation, and values, and consider how they might leverage them to develop themselves (Bates & Watt, 2015; Hoekstra, 2007; Korthagen et al., 2001; Mansvelder-Longayroux, Beijaard, & Verloop, 2007; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018). In the context of this research, learners appeared to learn about themselves when they: identified actual and desired states, self-assessed, created meaningful goals, identified internal and external resources to be used in a solution-focused manner, sought the perspectives of others, developed plans of action, reflected on their learning, constructed meaning, and developed as a result of their learning (Abdullah, 2001; Bates & Watt, 2015; Boyatzis, 2001; Garrison, 1992; Knight, 2011; van Nieuwerburgh; Wilson, 2014). These findings, consistent across all cases, supported the thesis statement: person-centred coaching is an effective coaching intervention for teacher development. Specifically, the findings indicate that person-centred coaching effectively facilitates person-centred and self-directed learning in primary school teachers.

The growing body of research-based evidence regarding human learning suggests that learning and behaviour are directly influenced by cognition, emotion, and motivation (Hargreaves 1998a; Hoekstra, 2007; Korthagen, 2017; Nias, 1996; Patti et al, 2015; Tanner, Quintis & Gamboa, 2018; van Nieuwerburgh, 2018) and, as such, learning support interventions that aim to align learners' inner qualities, motivation, identity, and competencies with appropriate environmental challenges and professional development opportunities are recommended (Barnes, Bullard & Kohler-Evans, 2017; Hoekstra, 2007; Mansvelder-Longayroux, Beijaard, & Verloop, 2007; van Nieuwerburgh, 2018). Designed with the aforementioned stance in mind, deliberate and guided person-centred reflection processes have been shown to be effective in supporting teacher professional development (Bate & Watt, 2015; Hoekstra, 2007; Knight, 2011; Korthagen et al., 2001; Mansvelder-Longayroux, Beijaard, & Verloop, 2007; van Nieuwerburgh). Encompassing person-centred reflection, person-centred coaching is a structured, supported, and non-directive approach that orients learners to identify, align, and leverage their strengths, feelings, motivation, thoughts, competencies, and behaviours to effectively engage in and grow from developmental opportunities (Bates & Watt, 2015; Damasio, 1994; Immordino-Yang & Damasio, 2007; Jaervilehto, 2001; Tanner, Quintis & Gamboa, 2017; van Nieuwerburgh, 2018; Wilson, 2014). At its core, this is an approach that facilitates both deep meaning-oriented reflection and self-directed learning (Hoekstra, 2007; Mansvelder-Longayroux, Beijaard & Verloop, 2007; van Nieuwerburgh, 2018).

The findings in this study suggest that, in line with the literature that demonstrates the effectiveness of person-centred approaches to learning, person-centred coaches supported participants as self-directed learners by asking them to align and leverage what they thought, felt, wanted, and cared about most with opportunity and action. They also asked

the participants to consider their potential, their ideal and actual states, and unique paths of development (Korthagen, 2017). In terms of outcomes, the participants consistently reported ownership of and responsibility for their learning, high levels of motivation, and significant learning and progress towards their goals (Boniwell, 2012; Fredrickson, 2009). In terms of humanistic theory, specifically client-centered theory, the findings revealed that it provides a theoretical foundation for non-directive coaching that encompasses the attitudes of authenticity, non-judgmental respect, and empathic accuracy. The expression of these person-centred attitudes by coaches, as experienced and reported by the learners in this study, was linked to the formation of trustful relationships, learner agency, focused and meaningful goal setting, effective action, and useful feedback through non-directive reflection. The findings from this study suggest that non-directive coaching is an effective intervention for facilitating self-directed learning in teachers and provide further opportunities for research, such as exploring the use of coaching to facilitate self-directed learning in students. As this study used internally trained coaches that had pre-existing relationships with the learners, another possible inquiry is an investigation into the effect of established relationships on the formation of trustful coaching partnerships.

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Renaissance College
Hong Kong
啓新書院

5 Hang Ming Street
Ma On Shan, New Territories
Hong Kong
Tel: +852 3556 3556
Fax: +852 3556 3446
www.renaissance.edu.hk

APPENDIX 1

Renaissance College Permission Letter

14/8/14

Re: Jamie Schmitz (308793)-EdD Person-Centred Coaching Research Permission

Dear Jamie,

Thank you very much for sharing your EdD Person-centred Coaching research proposal with me.

This letter is to confirm that you have permission to approach Renaissance College primary staff members to take part in this study.

It is also my understanding that all primary staff members that you approach will be given an HREC approved Information Sheet, and all participating primary staff members will be asked to sign an HREC approved Consent Form.

Good luck with your research. We look forward to learning more about coaching at RCHK from your findings.

Yours sincerely,

Dr. Harry Brown
Principal

APPENDIX 2

Email to Renaissance College Staff

The facilitation of self-directed learning in teachers through person-centred coaching

Dear Renaissance College staff,

We would like to introduce ourselves to you, we are Dr. Dean Cooley, Senior Lecturer Human Movement, Faculty of Education, University of Tasmania, Australia, (dean.cooley@utas
.edu.au) and Dr. Heidi Smith, Lecturer, Faculty of Education, University of Tasmania, Australia, (heidi.smith@utas.edu.au). We are currently supervising your colleague, Mr Jamie Schmitz, who is enrolled in his EdD. Mr. Schmitz is investigating Renaissance College's person centred coaching scheme as part of his EdD program has been approved by the Principal of the college, Dr. Harry Brown.

As Mr. Schmitz is part of the management staff at Renaissance College, we acknowledge that there is the potential for dependency and power to be experienced by teaching staff to participate in the study. To mitigate this risk, we (Heidi & myself) are recruiting staff for the study, by asking all interested staff to contact either of us directly by email (above) to register their interest in participating in the study. Thereafter all correspondence (information sheet and consent forms) will be handled by Heidi or myself. Mr. Schmitz will be blinded to any recruitment information, correspondence, and selection process. Furthermore, as the study involves some interviews of participants about their experiences in the program, either Heidi or myself will be conducting these interviews. Mr Schmitz will not be present in the interviews.

If you would like to take part in this study, please contact Heidi or myself and we will send you an information package and consent forms.

Kind regards

Dean and Heidi

APPENDIX 3

Information Sheet

The facilitation of self-directed learning in teachers through person-centred coaching

Dear Teacher,

You are invited to take part in the research project: *The facilitation of self-directed learning in teachers through person-centred coaching*. Before you decide whether to take part in the study it is important that you understand what the research is for and what you will be asked to do. If you decide to take part you will be given this information sheet to keep. You will also be asked to sign a consent form. You can change your mind at any time and withdraw from the study without giving a reason.

This study is being conducted in partial fulfillment of a professional doctorate (EdD) at the University of Tasmania (UTAS) under the supervision of the Chief Investigator and Co-Investigator listed below.

The researchers for this study are:

- Chief Investigator- Dr. Heidi Smith, Lecturer, Faculty of Education, University of Tasmania, Australia, email - heidi.smith@utas.edu.au
- Co-Investigator- Dr. Dean Cooley, Associate Professor/Academic Director Professional Experience, Education, Federation University, Australia, email - d.cooley@federation.edu.au
- Student Investigator- Jamie Schmitz (UTAS Doctoral Candidate-EdD), Head of Primary, Renaissance College Hong Kong, email- jschmitz@rchk.edu.hk

The research will take place on campus at Renaissance College Hong Kong and has been approved by the Principal of the college- Dr. Harry Brown, email- hbrown@rchk.edu.hk

1. What is the focus and aim of this study?

The thesis that will be explored in this research project is that person-centred coaching (person-centred coaching) programmes lead to teacher improvement in terms of specific goal setting, commitment to action and the transfer of professional learning into the classroom. Thus, the research aim is to explore the experiences and perspectives of teachers working in a Hong Kong primary school who volunteer to take part in a person-centred coaching programme, a common means of professional development, and document the outcomes.

1. Why have I been invited to participate?

You have been chosen because as part of Renaissance College staff you might be involved in professional development.

2. What will I be asked to do?

Please note that the study involves the following: This study takes place within the normal person-centred coaching practice at Renaissance College, which requires participation in 6-8 formal coaching sessions with a trained coach during a period of one academic year, with each session lasting for approximately 40-60 minutes in length. As part of the study your commitment is:

- Participation in one individual SKYPE semi-structured interview at the beginning of process. This process will take a maximum of 45 minutes.
- Participation in an online survey at the half way stage of the process. This process will take a maximum of 45 minutes.
- Participation in one group (with two other research participants) SKYPE semi-structured interview at the end of the process. This process will take a maximum of 45 minutes. An audio recording of this interview will be taken to ensure that the interview transcription is accurate.
- An overall time commitment of approximately three hours over the course of one academic year

In addition to the abovementioned, it is important to mention that the interview/survey questions will be focused on your experiences with coaching during this academic year. Specifically, you will be asked to share your understanding and expectations of coaching prior to the start of the coaching series as well as your experiences throughout.

3. Are there any possible benefits from participation in this study?

Through the research process, you will have the opportunity to reflect deeply on your coaching journey which has the potential to enhance your professional development experience. The information we get from the research will also help to increase the understanding of the impact of person-centred coaching in the professional development of teachers.

4. Are there any possible risks from participation in this study?

The use of trained and accredited coaches is a prerequisite for the person-centred coaching developmental pathway at Renaissance College. Training and putting personnel through the accreditation process is funded by Renaissance College which, in light of the fact that the Primary Principal is a student researcher and the research is being conducted at Renaissance College, presents a potential conflict of interest.

To manage this potential conflict of interest, the following steps will be taken:

a. Your decision to participate or not in this study will be blinded to Mr. Schmitz.
b. All correspondence about this study will be conducted through the University of Tasmania researchers. Mr. Schmitz will be blinded all correspondence.
c. All interviews will be conducted by University of Tasmania research staff with Mr. Schmitz not present during the interviews.
d. The researchers are respectful to culture beliefs, customs and heritage. If at any time participants feel their participation in the study compromised their culture

beliefs, customs and heritage they can withdraw from the study without explanation.

All information which is collected about you during the course of the study will be kept strictly confidential, and the results of the research will be published so that you cannot be identified as a participant.

5. What if I change my mind during or after the study?

Your participation in the study is voluntary and you may withdraw at any time without the need to provide an explanation. You may continue with the coaching pathway after withdrawing from the research project with complete confidence that your relationship with Renaissance College will not be affected in any way.

If you so wish, you may request that any data that you have supplied be withdrawn from the research.

6. What will happen to the information when this study is over?

All research data will be securely stored digitally and physically at the University of Tasmania by the Chief Researcher for five years from the publication of the study results, and will then be destroyed unless you give permission for your data to be archived (Please see the consent form).
All data will be treated in a strictly confidential manner and will only be accessed by the research investigators, one of whom is the Primary Principal.

7. How will the results of the study be published?

This research will be published in the form of an EdD thesis. In addition to this, the results may be published in peer-reviewed journals. No research participant will be identifiable from any publications, although the name Renaissance College will be mentioned.
A summary of the results of the study as well as the aforementioned thesis will be shared electronically with all research participants.

8. What if I have questions about this study?

If you have any questions regarding the study, then please contact:

- Chief Investigator- Dr. Dean Cooley, Course Coordinator and Lecturer, Faculty of Education, University of Tasmania, Australia, email- dean.cooley@utas.edu.au
- Co-Investigator- Dr. Heidi Smith, Lecturer, Faculty of Education, University of Tasmania, Australia, email- heidi.smith@utas.edu.au

"This study has been approved by the Tasmanian Social Sciences Human Research Ethics Committee. If you have concerns or complaints about the conduct of this study, please contact the Executive Officer of the HREC (Tasmania) Network on (03) 6226 7479 or email human.ethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. Please quote ethics reference number [H0014484].

APPENDIX 4

Consent Form

The facilitation of self-directed learning in teachers through person-centred coaching

Dear Teacher,
Please read through the following points listed below before making a decision on whether or not to write and sign your name at the bottom of this form to indicate your consent to participate.

1. I agree to take part in the research study named above.
2. I have read and understood the Information Sheet for this study.
3. The nature and possible effects of the study have been explained to me.
4. I understand that the study involves the following over the course of one academic year:
    a. Participation in one individual SKYPE face-to-face semi-structured interview at the beginning of the process. This process will take a maximum of 45 minutes.
    b. Participation in an online survey at the half way mark of the process. This process will take a maximum of 45 minutes.
    c. Participation in one group (with two other research participants) SKYPE semi-structured interview at the end of the process. This process will take a maximum of 45 minutes. An audio recording of this interview will be taken to ensure that the interview transcription is accurate.
    d. An overall time commitment of approximately three hours over the course of one academic year
5. I understand that participation involves no foreseeable risks.
6. I understand that all research data will be securely stored digitally and physically at the University of Tasmania for five years from the publication of the study results, and will then be destroyed unless I give permission for my data to be archived.

    I agree to have my study data archived.

    Yes ☐ No ☐
7. Any questions that I have asked have been answered to my satisfaction.
8. I understand that the researchers will maintain confidentiality and that any information I supply to the researchers will be used only for the purposes of the research.

9. I understand that the results of the study will be published so that I cannot be identified as a participant.
10. I understand that my participation is voluntary and that I may withdraw at any time without any effect. The researchers are respectful to culture beliefs, customs and heritage. If at any time participants feel their participation in the study compromised their culture beliefs, customs and heritage they can withdraw from the study without explanation.

    If I so wish, I may request that any data I have supplied be withdrawn from the research.
11. I understand that if I have any questions about my participation in the study I can contact either of the University researchers to confidentially discuss my participation.

Participant's name: _____

Participant's signature: _____

Date: _____

Statement by Investigator

☐ I have explained the project and the implications of participation in it to this volunteer and I believe that the consent is informed and that he/she understands the implications of participation.

Investigator's name: Dr Dean Cooley

Investigator's signature: _____

Date: _____

APPENDIX 5

Pre-Coaching Interview Questions

Questions for first interview-pre-coaching series (one-to-one and face-to-face)

1. How did you find out about person-centred coaching?
2. Why did you enroll in the person-centred coaching pathway?
3. What do you understand person-centred coaching to be?
4. Specifically, what do you understand the role of the coach to be?
5. Specifically, what do you understand your role to be as a learner?
6. Could you please talk me through your understanding of any specific structures or processes used in person-centred coaching that you are aware of?
7. Have you ever been coached before?
8. If so, please tell me more about that.
9. Do you have any expectations of person-centred coaching?
10. If so, what are they?
11. What would success look like at the end of this process for you?

APPENDIX 6

Intra-Coaching Online Survey Questions

Questions for the online survey-mid-point of coaching series

1. Please describe your experiences with person-centred coaching up until this point.
2. Please describe the processes and structures contained within a typical coaching session.
3. What do you understand the purposes of these processes and structures to be?
4. How effective have the processes and structures that you have described been?
5. Why do you think that they have been effective/ineffective?
6. What do you understand the role of the learner to be in this process?
7. What do you understand the role of the coach to be?
8. What do you believe are the most important things that the learner needs to do to make the coaching process successful?
9. What do you believe are the most important things that a coach needs to do to make the coaching process successful?
10. In your experience so far, has your coach done these things?
11. Please describe your understanding of the working relationship between the coach and the learner.
12. Is your progress on track to meet the success criteria you established at the beginning of the process?
13. If not, what might account for that?
14. How satisfied are you with person-centred coaching?
15. What are the reasons for your satisfaction/dissatisfaction?
16. Are there any hurdles that are preventing you from getting the most out of person-centred coaching?
17. If so, what are they and what could be done to overcome them?
18. Has your understanding of person-centred coaching changed since the beginning of the process?
19. If so, how?
20. What are your expectations of person-centred coaching for the remainder of the coaching series?
21. Please add any other comments about person-centred coaching that you would like to share

APPENDIX 7

Post Coaching Group Interview Questions

Questions for the second interview-post coaching series (face-to-face in a group of two or three)

1. Could each of you please tell me about your experiences with person-centred coaching?
2. Could each of you please walk me through a summary of your experiences with each step of the GROW model?
3. In summary, what do each of you understand the purpose of the GROW model to be?
4. How effective did each of you find the GROW model to be?
5. Why was it effective/ineffective?
6. What do each of you understand the learner's role to be in this process?
7. What do each of you understand the role of the coach to be?
8. What do each of you believe are the most important things that the learner needs to do to make the coaching process successful?
9. What do each of you believe are the most important things that a coach needs to do to make the coaching process successful?
10. In each of your experiences, did your coach do these things?
11. Could each of you please describe your understanding of the working relationship between the coach and the learner?
12. Did each of you meet the success criteria you established at the beginning of the process?
13. If not, what might account for that?
14. How satisfied is each one of you with person-centred coaching?
15. What are the reasons for your satistaction/dissatisfaction?
16. Are there any hurdles that prevented any of you from getting the most out of person-centred coaching?
17. If so, please tell me more about that.
18. What could be done to overcome these hurdles?
19. Could each of you please tell me if your understanding of person-centred coaching has changed since the beginning of the process?
20. If so, how?
21. What would each of you tell others about person-centred coaching?
22. Could each of you please tell me how other people in the school might benefit from this coaching programme?
23. Could each of you please tell me what are the strengths and weaknesses of the coaching programme?
24. Could each of you please tell me what other types of processes should be implemented to improve or build on this coaching programme?
25. What else should I be asking each of you about your coaching experience?
26. Do any of you have any other comments about person-centred coaching that you would like to share?

APPENDIX 8

Table 1 - Thematic Analysis (Cross-Case Synthesis) Categories

Categories Derived from the Literature Chapter and Interview/Survey Questions		
Pre-Coaching	**Intra-Coaching**	**Post-Coaching**
Reasons for Entering the Coaching Pathway	Coaching Processes and Structures	GROW Model Reflections
General Levels of Understanding	Purpose of Coaching Processes and Structures	The Role of Learners
Understanding of the Role of the Coach	Effectiveness of Processes and Structures	The Role of Coaches
Understanding the Role of the Learner	The Role of the Learner	Success Criteria
Expectations of Coaching	The Role of the Coach	Strengths and Weaknesses of the Coaching Pathway
Success Criteria	Essential Actions for Learners	
	Essential Actions for Coaches	
	The Working Alliance	
	Satisfaction, Effectiveness, and Success	
	Coaching “Hurdles”	

APPENDIX 9

Table 2 – Significant Patterns of Meaning

Patterns Derived from Cross-Case Synthesis (Chapter 10) and Discussed in Conclusion (Chapter 11)	
Most Useful Coaching Structures and Processes	**Least Useful Coaching Structures and Processes**
The Working Alliance	Fixed and Inflexible Scheduling
The Role of the Coaches	A Performance Agenda
The Facilitation of Self-Directed Learning	
The GROW Model	

APPENDIX 10

HREC Approval Letter

Social Science Ethics Officer
Private Bag 01 Hobart
Tasmania 7001 Australia
Tel: (03) 6226 2763
Fax: (03) 6226 7148
Katherine.Shaw@utas.edu.au

HUMAN RESEARCH ETHICS COMMITTEE (TASMANIA) NETWORK

29 October 2014

Dr Dean Cooley
Faculty of Education
Locked Bag 1307

Student Researcher: Jamie Schmitz

Sent via email

Dear Dr Cooley

Re: MINIMAL RISK ETHICS APPLICATION APPROVAL
Ethics Ref: **H0014484 - The professional development of primary school teachers through person-centred coaching**

We are pleased to advise that acting on a mandate from the Tasmania Social Sciences HREC, the Chair of the committee considered and approved the above project on 29 October 2014.

This approval constitutes ethical clearance by the Tasmania Social Sciences Human Research Ethics Committee. The decision and authority to commence the associated research may be dependent on factors beyond the remit of the ethics review process. For example, your research may need ethics clearance from other organisations or review by your research governance coordinator or Head of Department. It is your responsibility to find out if the approval of other bodies or authorities is required. It is recommended that the proposed research should not commence until you have satisfied these requirements.

Please note that this approval is for four years and is conditional upon receipt of an annual Progress Report. Ethics approval for this project will lapse if a Progress Report is not submitted.

The following conditions apply to this approval. Failure to abide by these conditions may result in suspension or discontinuation of approval.

1. It is the responsibility of the Chief Investigator to ensure that all investigators are aware of the terms of approval, to ensure the project is conducted as approved by the Ethics Committee, and to notify the Committee if any investigators are added to, or cease involvement with, the project.

2. Complaints: If any complaints are received or ethical issues arise during the course of the project, investigators should advise the Executive Officer of the Ethics Committee on 03 6226 7479 or human.ethics@utas.edu.au.

3. Incidents or adverse effects: Investigators should notify the Ethics Committee immediately of any serious or unexpected adverse effects on participants or unforeseen events affecting the ethical acceptability of the project.

4. Amendments to Project: Modifications to the project must not proceed until approval is obtained from the Ethics Committee. Please submit an Amendment Form (available on our website) to notify the Ethics Committee of the proposed modifications.

5. Annual Report: Continued approval for this project is dependent on the submission of a Progress Report by the anniversary date of your approval. You will be sent a courtesy reminder closer to this date. **Failure to submit a Progress Report will mean that ethics approval for this project will lapse.**

6. Final Report: A Final Report and a copy of any published material arising from the project, either in full or abstract, must be provided at the end of the project.

Yours sincerely

Katherine Shaw
Executive Officer
Tasmania Social Sciences HREC